DOCUMENT RESUME

ED 098 410 95 CE 002 515

AUTHOR	Kennedy, Elsie
TITLE	Career Awareness: Suggestions for Teachers.
INSTITUTION	Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE	Aug 74
GRANT	OEG-0-72-4683
NOTE	104p.; For other materials in the series, see CE 002 513-517
AVAILABLE FROM	Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, $3.50)
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	Career Awareness; *Career Education; Course Organization; *Curriculum Development; Curriculum Planning; *Educational Strategies; *Elementary Education; Instructional Aids; Integrated Curriculum; Occupational Clusters; Teacher Developed Materials; Teaching Guides; Teaching Techniques; *Unit Plan
IDENTIFIERS	Kentucky

ABSTRACT

The third of five documents developed as an outgrowth of funded programs for career education in Kentucky, the handbook for elementary teachers involved in career education includes an overview, strategies for teaching, and sample units and plans for grades K-6. It is not a curriculum guide or comprehensive outline but an aid to teachers not familiar with career education concepts who wish to develop their own resources. The 15 occupational clusters are listed and broadly defined. Elaborating on the concept of career awareness at the elementary level, teaching strategies are outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. A typical form for unit planning introduces a 65-page section offering teacher-developed sample units and plans for each grade level. Each unit plan outlines general and behavioral objectives, job listings, initial activities, discussions, research, interviews, vocabulary, curriculum integration, simulation, hands-on, culminating activities, and evaluation techniques. (MW)

ED 098410

CURRICULUM DEVELOPMENT CENTER

VOCATIONAL EDUCATION

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CAREER AWARENESS--

Suggestions for Teachers

Prepared By

Elsie Kennedy

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This guide was developed as partial fulfillment of a grant pursuant to contract No. OEG-0-72-4683 with the Curriculum Center for Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare by the Curriculum Development Center in Kentucky. Funds were provided by P.L. 90-576, Part I, Sec. 191 (a).

(This page was prepared at the Clearinghouse due to the marginal reproducibility of the cover.)

PREFACE

This booklet is one of five documents developed as an outgrowth of funded programs for career education in Kentucky. These documents are:

I. Comprehensive Career Education

II. Implementing Career Education--Procedures and Techniques

III. Career Awareness--Suggestions for Teachers

IV. Career Exploration--Suggestions for Teachers

V. Career Preparation--Suggestions for Teachers

We wish to thank the following members of the advisory committee for reviewing the "suggestions for teachers" documents:

Herbert Bruce	Jackie Cantrell
Randy Wicker	Betty Smith
Judy White	Imelda VanFleet
Louise Switzer	Joe McPherson
Conley Manning	Pat Gibson
William Davis	Floyd L. McKinney

A special debt of gratitude is due Barbara Preli, the director of Career Education for the Louisville school system. Mrs. Preli furnished much of the material found herein.

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Purpose of booklet

The purpose of this booklet is to aid teachers who are not familiar with the concepts involved in career education in developing their own materials (based on the resources available in their communities) for use in implementing career education in the classroom. It is not a curriculum guide or a comprehensive outline integrating learning skills and careers; rather it is an overview of career education potentials which attempts to give practical help to the classroom teacher.

Comprehensive Career Education

Career education has been defined in a variety of ways, but not to the satisfaction of everybody. Basically it concerns itself with re-structuring the subject matter content of educational systems in a manner which predisposes student involvement in the world of work from an early age until they leave school to take their places as productive members of society. It is a concept which could add relevance to education for all of our young people. Career education refocuses the curriculum toward career possibilities without diminishing the quality of educational opportunities for the college bound student; rather, these students will also benefit from career education because they will have been exposed to the real working conditions of occupations and can thus make more realistic career decisions prior to spending four or more years in college.

Career education embodies a concept designed to decrease the dropout rate by exemplifying the utilitarian value of the various academic subjects

in the adult life of working people. It is also a pragmatic approach to revitalizing the work ethic. Hoyt,[1] et al., states that a new work ethic must be developed and taught in early childhood to be most efficient, and this new work ethic should have at least four elements: (1) the value of volunteer activity, (2) the dignity of all work, (3) the satisfaction of human service, and (4) the necessity of multiple careers. Above all, he states it should emphasize that we are what we achieve, whether in service or character development. By revitalizing the work ethic we might, in turn, decrease the number of participants in welfare programs and increase the number of persons with positive self-images who have made career decisions based on both a knowledge of self and a knowledge of the world of work. These knowledges will derive largely from a continuum of planned educational experiences integrating the world of work with subject matter areas and skills development, both inside and outside the school environment, and will facilitate realistic career decisions incorporating interests as well as capabilities.

Career education is concerned with helping young people make realistic decisions regarding their own futures and defining the role education plays in those futures. Consequently, the guidance counselor plays an important part in career education programs. It is the guidance counselor's role to help students develop a positive and realistic self concept, an understanding of the world of work and the relationship between work and education, and an understanding of the decision-making process.

Consistent with career development concepts, career education can

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[1] Kenneth Hoyt, et al., Career Education: What is it and How to do It (Salt Lake City: Olympis Publishing Company, 1972), p.40

be divided into five phases:

(1) the awareness phase to help all individuals become familiar with the values of a work-oriented society, and emphasized primarily in grades K-6 but extending throughout life.

(2) the orientation phase to provide appropriate educational experiences which enable the individual to become familiar with the economic system, and emphasized in grades seven and eight but continuing throughout the educational experience.

(3) the exploration phase to allow the student to explore various occupational clusters, to obtain initial work experience, and to integrate work values into their personal value system; this may begin in grade seven and may extend through grade ten.

(4) the preparation phase to encourage the individual to narrow his choice of careers and prepare him to enter the labor market or continue his education in order to enter the labor market at a different level of employment; this phase may begin in grade ten and end either at grade twelve, in post secondary level, at the close of a continuing education program or advanced graduate or post graduate program.

(5) the adult and continuing education phase to assist in the individual's advancement and aid adults in discovering, analyzing, and preparing for new careers.

The basic elements that permeate all career education are:

(1) CAREER AWARENESS
A knowledge of the total spectrum of careers.

(2) SELF AWARENESS
A knowledge of the components that make up self.

(3) ECONOMIC AWARENESS
Perceived processes of production, distribution and consumption.

(4) EDUCATIONAL AWARENESS
Perceived relationship between education and life roles.

(5) SKILL AWARENESS AND BEGINNING COMPETENCE
Ways in which man extends his behaviors.

(6) DECISION-MAKING SKILLS
Applying information to rational processes to reach decisions.

(7) EMPLOYABILITY SKILLS
Social and communication skills appropriate to career placement.

(8) APPRECIATIONS, ATTITUDES
Life roles, feeling toward self and others in respect to society and economics.

And the element outcomes are:

1. CAREER IDENTITY
Role or roles within the world of work.

2. SELF IDENTITY
Knowing one's self.

3. ECONOMIC UNDERSTANDING
To solve personal & social problems in an economic environment.

4. EDUCATIONAL IDENTITY
Ability to select educational avenues to develop career plans.

5. EMPLOYMENT SKILLS
Competence in performance of job related tasks.

6. CAREER DECISIONS
Career direction with a plan for career development.

7. CAREER PLACEMENT
Employed in line with career development plan.

8. SOCIAL SELF FULFILLMENT
Active and satisfying work role.

To be most effective a career education program must be (1) comprehensive in the sense that it is broadly based, (2) dynamic with the capacity to change and grow, (3) programmatic in the sense that it draws together many aspects of total education and draws upon the resources of industry, the community and the home, and (4) sequential in that career development is a step-by-step process. One desirable aspect of career education is the location of an employment service in the high school for direct placement of students in jobs and/or on-the-job training.

Since career education is a life-centered program, much of the subject matter taught in the schools can be integrated with occupational information; but no basic skills, techniques and knowledges in subject matter areas are neglected. Rather, career education complements the

skills, techniques and knowledges acquired by exemplifying the function of education in the world of work. For simplification purposes the world of work has been divided into clusters which can be incorporated into the regular curriculum at any grade level.

As stated previously career education can be divided into five phases--awareness, orientation, exploration, preparation, and adult and continuing education. In this booklet we are concerned only with the awareness phase which will be discussed in more detail later.

To aid in facilitating a strategy for curriculum development for career education, the United States Office of Education devised the cluster system.

Strategy for Curriculum Development

The cluster system is a means of organizing the world of work. It is a logical breakdown of occupations and a grouping of those which have some basic commonalities. The United States Office of Education identified fifteen occupational clusters which are listed below along with a few of the occupations found within the clusters. There are of course many others.

I. Agribusiness and Natural Resources

a. Jobs in the agribusiness production family: field worker, field supervisor, production superintendent, farm manager, farm owner and manager.

b. Jobs in the agribusiness supplies family: warehouse assistant, warehouseman, farm serviceman, store manager, field technician, agricultural engineer.

c. Jobs in the agribusiness mechanics family: assemblyman, mechanic, shop foreman, parts manager, machinery designer, research engineer.

d. Jobs in the agribusiness products family: meat plant worker, butcher, products grader, milk processing plant worker, ice cream plant worker, product packer, livestock buyer, produce inspector, laboratory technician.

e. Jobs in the horticulture family: florist helper, greenhouse worker, garden center salesman, greenhouse supervisor, florist, landscape architect.

f. Jobs in the natural resources family: conservation aid, game farmer, fish hatchery worker, game warden, forest ranger, soil scientist, environmental engineer, coal miner, oil field worker, lumberman.

II. Business and Office

a. Jobs in the clerical family: clerk typist, file clerk, office machines operator, receptionist, stenographer, bookkeeper.

b. Jobs in the secretarial family: executive, bilingual, educational, legal, medical, foreign service, civil service, technical.

c. Jobs in the data processing family: tape librarian, key punch and coding equipment operator, computer and console operator, programmer, systems analyst.

d. Jobs in the management family: personnel manager, credit and collection manager, clerical and office supervisor, budget management analyst, administrative assistant.

e. Jobs in the business ownership family: personal services, business services, transportation, manufacturing, construction, retail franchise, dealership.

III. Communications and Media

a. Jobs in the audio-visual family: commercial photographer, lithographer, photo engraver, film production worker, model, darkroom processor, recording equipment technician, recording artist, electronics systems technician, audio systems technician.

b. Jobs in the language family: sign painter, illustrator, advertising personnel, foreign service worker, interpreter, symbol designer.

c. Jobs in the publishing family: bookbinder, type setter, proofreader, creative writer, sports reporter, editor, typist, publisher, illustrator.

d. Jobs in the broadcasting family: radio and television announcer, actor, news reporter, musician, technician, repairmen, satellite transmission technician, laser transmission technician, federal and international communications personnel, scriptwriter.

e. Jobs in the line communications family: data transmission technician, systems analyst, programmer, computer and console operator, peripheral equipment operator, Morse code operator, telegraph and telephone lineman, telephone operator, business office personnel, repairman.

IV. Construction

a. Jobs in carpentry family: dock carpenter, maintenance carpenter, hardwood flooring carpenter, billboard erector and repairman, joiner, acoustical carpenter, wood boatbuilder, carpenter inspector.

b. Jobs in the painting and decorating family: rough painter, structural steel painter, boat painter, painter and decorator apprentice, waterproofer.

c. Jobs in the heating family: hot air furnace installer, helper, repairman.

d. Jobs in the roofing family: roofer helper, corrugated sheet material sheeter, roofer apprentice, roofer.

e. Jobs in the glazier family: glazier foreman, glazier helper, glass installer, glazier in construction.

f. Jobs in the plastering family: plaster helper, permastone dresser, molding plasterer, plasterer, leather, stucco mason.

g. Jobs in the drywall installers family: dry-wall applicator, sander, taper.

h. Jobs in the masonry family: tuck pointer, terrazzo worker, stone mason, soft-tile setter, permastone man, monument setter, marble setter, bricklayer (firebrick, tile), chimney repairman.

V. Consumer and Homemaking - Related Occupations

a. Jobs in the foods and nutrition family: dietitian, nutritionist, food salesman, kitchen manager, cook, steward, stewardess waiter, waitress, cashier.

b. Jobs in housing and home management family: interior designer, equipment home economist, salesman, window dresser, hospital housekeeper, hotel housekeeper, painter, chambermaid, custodian.

c. Jobs in the clothing, textile, and fashion family: teacher, extension specialist, fashion editor, weaver, buyer, salesperson, dressmaker, tailor, presser, inspector, checker, designer.

d. Jobs in the family and child development family: teacher (early childhood education), social service worker, director of day care center, paid companion, child care aide, baby sitter.

VI. Environmental Control Occupations

a. Jobs in the land family: mine inspector, ecologist, geologist, horticulturalist, conservation worker, park director, camp counselor, forest ranger, landscape architect, game warden, seismologist.

b. Jobs in the water family: water purity inspector, microbiologist, public water supply worker, coast guard member, chemical engineer, public health worker.

c. Jobs in the air family: anti-air-pollution equipment designer and builder, air-pollution inspector, plant inspector, filter maker, environmental technician, allergist, industrial engineer.

d. Jobs in the disposal family: garbage collector, city dump yard work, sewer line worker, city engineer, industrial engineer, junk dealer.

VII. Fine Arts and Humanities Occupations

a. Jobs in the art family: painter, portrait artist, sculptress, printmaker, designer, interior decorator, potter, jewelry designer, jewelry maker, weaver, textile designer, set designer, T.V. illustrator, magazine or newspaper illustrator, cartoonist, art teacher, crafts teacher, architect, art historian, museum worker.

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b. Jobs in the music family: opera singer, night club singer, folk singer, recording artist, band director, instrument player, church organist, vocal teacher, instrument teacher, instrument tuner, instrument maker, music store clerk, song writer, lyrics writer, music publisher, music critic, music historian.

c. Jobs in the dance family: dance instructor, ballet dancer, belly dancer, night club entertainer, stage entertainer, television or motion picture entertainer, folk dance teacher, choreographer.

d. Jobs in the drama family: actor, actress, director, producer, stage manager, ticket salesman, costume designer, cameraman, set designer, usher, lighting expert.

e. Jobs in the literature family: poet, novelist, short story writer, teacher, playwright, literary critic, proofreader, editor, publisher.

f. Job in the philosophy family: teacher.

g. Job in the humanities field: teacher.

VIII. Health Occupations

a. Jobs in the administration family: public health administrator, hospital administrator, assistant administrator, clinic administrator.

b. Jobs in the prevention and control family: environmental engineer, sanitation engineer, microbiologist, epidemiologist, food and drug inspector, nutritionist, school health educator, hygienist.

c. Jobs in the treatment and care family: doctor, physician's assistant, dentist, dental assistant, dental hygienist and technician, nurse, practical nurse, psychiatric aide, medical technologist, dietitian, hospital cook, orderly, ambulance driver, medical librarian, medical records clerk, pharmacist.

d. Jobs in the rehabilitation family: physical therapist, occupational therapist, speech and hearing therapist, prothesis and restoration technician, social worker, optician.

e. Jobs in the health education and communication family: health educator, medical illustrator, medical librarian, health economist, nutritionist.

f. Jobs in the medical research family: biochemist, biophysicist, epidemiologist, radiologist engineer and technician, statistician.

IX. Hospitality and Recreation Occupations

a. Jobs in the hospitality family: restaurant owner, waiter, waitress, chef, doorman, desk clerk, bartender, hat-check girl,

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dancer, vocalist, musician, porter, motel manager, hostess, cashier, laundry worker, dish washer, short order cook, rest room attendant.

b. Jobs in the recreation family: life guard, pin boy, professional athelte, skating ring attendant, ski lodge desk clerk, bicycle repairman, snowmobile salesman, dock manager, boat repairman, camp director, camp counselor, crafts director, naturalist, Girl Scout or Boy Scout field director, Y.W.C.A. or Y.M.C.A. worker, playground director, safari guide, carnival worker, circus performer, sports writer, ticket salesman.

X. Manufacturing

a. Jobs in management: plant manager, production manager, personnel manager, researcher and developer, designer.

b. Jobs in personnel technology: Labor relations personnel, human engineer, training personnel, retirement counselor, labor consultant, stenographer.

c. Jobs in engineering: designer, draftsman, technical writer, production cost estimator, production researcher, clerk and stenographer.

d. Jobs in production technology: electrician, millwright, material testor, quality controller, fabrication specialist, machine installer, packaging personnel, distribution personnel, product servicing personnel.

e. Jobs in production: process planter, warehouseman, material handler, machine operator, craftsman, production line worker, fabricator, assembler, welder, rivetor, custodian, sweeper, systems controller, programmer.

XI. Marine Science

a. Jobs in the oceanography family: biological, physical, geological and chemical oceanographer, oceanography teacher, laboratory assistant, marine technician, marine miner, under-sea warfare engineer, ship crewman, submarine crewman, radio operator.

b. Jobs in the limnology family: biological, physical, geological and chemical limnologist, public health service scientist, fish culture technician, laboratory technician, water power engineer, flood gate operator, army engineer, microbiologist.

XII. Marketing and Distribution

a. Jobs in the management and mid-management family: store manager, advertising manager, assistant store manager, buyer, assistant buyer, management trainee.

b. Jobs in the supervision family: department supervisor, warehouse supervisor, floor supervisor.

c. Jobs in the personnel family: personnel department manager, inservice trainer.

d. Jobs in the marketing system: salesman, bridal consultant, personal shopper, demonstrator, manager of distribution warehouses, driver salesman, route salesman, export manager, import-export agent, customs house broker, buyer, sales promotion personnel such as copy writer, artist, lay-out man, display person.

e. Jobs in marketing services: broker, floor representative, financial service salesman, securities trader, credit department personnel, estate planner, claims adjustor, investigator, life underwriter, market analyst.

XIII. Personal Services Occupations

a. Jobs in the human body family: dressmaker, tailor, shoe shine boy, barber, cosmetologist, shoe repairman, ambulance driver, dentist, doctor, bartender, minister, cook, teacher, librarian, masseur.

b. Jobs in the home and property family: babysitter, detective, nursery school director, repairman, house painter, cabinet maker, insurance agent, furniture repairman, yardman, landscape architect, garbage collector, paper boy, domestic helper, interior decorator.

c. Jobs in the business and economics family: bank clerk, bail bondsman, messenger boy, secretary, lawyer, welfare worker.

XIV. Public Service Occupations

a. Jobs in the local service family: fireman, policeman, city councilman, school superintendent, school board member, deputy sheriff, jailer, telephone operator, city bus driver, life guard mailman, paper boy, broadcaster, water purification worker, electrical worker.

b. Jobs in the state service family: state policemen, governor, superintendent of public instruction, child welfare worker, state park director, bus driver, mental health worker, rehabilitation worker, meat inspector, ecologist, worker at state university.

c. Jobs in the national service family: F.B.I. man, armed serviceman, congressman, army depot worker, taxpayer assistant, social security clerk, agricultural researcher, food and drug inspector, national guardsman, weather bureau worker, federal judge, national airline pilot, public health doctor, veteran's hospital nurse, geological surveyor, national park worker, labor relations mediator, lock and dam attendant, postal inspector, federal prison guard.

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d. Jobs in the international service family: international airline stewardess, international policemen, United Nations clerk, interpretator, ship's crewman, overseas telephone operator, embassy worker, narcotic agent, satellite communications technician, exporter-importer.

XV. Transportation

a. Jobs in the land transportation family: taxi driver, automobile designer, used car salesman, auto mechanic, auto body repairman, motorcycle repairman, bus driver, ticket agent, travel agent, teamster official, railroad engineer, truck driver, porter, traffic policemen, bicycle salesman.

b. Jobs in the water transportation family: dock worker, longshoreman, navigator, radio operator, lighthouse keeper, barge owner, seaplane or navy pilot, professional water skier, boat builder, merchant marine, travel agent, ship's nurse, submarine mechanic.

c. Jobs in the aerospace family: airline hostess, co-pilot, ticket agent, airplane mechanic, airplane designer, traffic controller, astronaut, computer operator, space suit designer, dietician, television technician, steelworker, electrician.

d. Jobs in the conveyor family: pipeline welder, equipment operator, structural worker, geologist, driller, rigger, engineer, surveyor, refiner worker, elevator operator, cable car conductor, machinery repairman.

It should be obvious from the job titles listed in the various clusters that an occupation may fall within more than one cluster, and it should be equally obvious that there is nothing sacred about this particular cluster system. Some schools incorporate all careers into eight or ten clusters of their own making, while others have developed as many as thrity-five clusters. For example, a cluster could be developed around the field of electricity, or the paper industry, or water, or eyesight. The possibilities are almost endless.

Another approach is to cluster the careers around the subject matter areas with teachers correlating the world of work with academic fields.

Regardless of the structure chosen as a means of fusing career education with the curriculum, nothing in the way of skills and knowledges needs to be deleted from the academic field.

Career Awareness

The awareness stage of career education starts in kindergarten and extends through life, although the major emphasis is grades K-6. However, if the concept of career education is a new one for the school system, it may be necessary to introduce career education at the awareness stage at higher grade levels. The awareness stage of career education is broader and more comprehensive then either the exploration or preparation stages. It is also easier to teach because areas of the world of work are not covered in great depth, and very little is needed in the way of supplies and equipment.

The purpose of the awareness phase of career education is to help pupils become familiar with the values of a work-oriented society. Psychologists tell us that attitudes toward work are generally fairly well set by the time a youngster has reached the age of twelve. If this is true then the awareness stage of career education is vital if the schools are going to have a positive impact on the work force of the future and if they are to become a viable influence in developing a positive self-concept with regard to the individual's contribution to our economic and social development. All productive people, i.e. people who work, are producers of goods or services at some level or other. The concept that college-educated white-collar workers are somehow superior to other workers is based primarily on economics. Our society will need fewer white-collar workers in the future, so it becomes mandatory that we restructure our thinking and our value systems away from economic considerations in making an occupational choice and toward personal satisfaction and happiness in a life role as a productive member of society. This change in concept may be brought about in the awareness stage of career education by an early examination of why people work.

People work, first of all, to provide food, shelter and clothing for themselves and their dependents. These are basic needs. If we look at the current figures, we find the total population of the United States is about 205 million people. The total work force equals about 86 million. The difference of 119 million people represent preschoolers, students, retired people, those on welfare, and others. This means that only three out of every eight people work to support the other five in some way or other. The self respect which comes from being a willing provider of goods and services for others might be emphasized (though care should be taken not to demean people who cannot work, or cannot find work).

Secondly people work for the things they want but could survive without. In this area we find such things as radios, television sets, expensive houses and automobiles, boats, golf clubs, vacations, savings for the future, etc. Thirdly, people work for intangible reasons to fulfill personal needs and wants such as the desire to be needed, to achieve recognition, to feel self-reliant, among other things.

People who work are also the people who pay the bulk of taxes. As an introduction to our economic system, it appears feasible to emphasize the public services supplied through taxes starting with the traditional "community helpers" units in the lower grades and continuing through national and international institutions and services in the upper grades. The tax system itself might be explained to a class through interview techniques with an income tax expert if this seems appropriate.

People who work are the people who supply the largest portion of the funds for social service agencies such as the Boy Scouts, Family Service, and the Red Cross. They also supply the funds for

running educational institutions, religious organizations, hospitals, recreational facilities, museums, concerts, etc. People from these areas may be willing to visit the classroom and not only discuss their own jobs, but the financial structure of their organizations.

Every community contains a variety of different types of people working at different types of jobs. Career education can serve as a vehicle for a closer working relationship between the school and the community, as well as making the subject matter taught in the schools more relevant to the learners. This can be brought about through questions used during interviews. "When does a carpenter need to know math?" "What skills and knowledges taught in school does a secretary need?"

If career education is to encompass the total life role of an individual, then the total life role must be explored to some degree. How people spend their leisure time is part of the life role. There are 168 hours in a week; we sleep 56 hours of them, we work 40 of them. What do most people do with the other 72 hours? How much of the time is spent watching other working people "do their thing" on television, in the ball park, at the drive-in, etc. Could these hours be spent in a more satisfying productive way?

Career education does not answer the question "What do you want to be when you grow up?" at the awareness stage. Rather, it supplies an awareness of the vast expanse of occupational choices open to an individual, the skills and knowledges needed to be successful and happy in given occupations, and a rudimentary awareness of "self" as a growing organism who will eventually make a contribution to society. Various studies indicate that the vast majority of students do not give serious thought to what they intend to do about earning a living

until they leave school to "get a job —any job." The occupational choice is haphazard. In a technical age, with automation replacing unskilled workers, this is neither a realistic approach to entering an occupation nor was it ever an ideal approach to fulfilling a meaningful, satisfying life within the world of work. If our human resources are to be utilized to the best advantage for the individual and for society as a whole, career education may be the best solution.

Relatively speaking, it is not difficult to facilitate the implementation of the awareness stage of career education in grades K-6. Essentially it embraces the concept that the teacher and the pupil will become aware of the wide range of career opportunities available in the various career clusters and will integrate this awareness with the learning skills normally incorporated in the curricula at a given grade. Many good teachers have been doing just that for years, especially at the elementary level. In career education there is, however, a shift in emphasis from the job itself to the individual in the job (firemen to a specific fireman and his career, for example). Education for the "real world" of productivity and service becomes more relevant when pupils are more aware of the utilitarian value of education in various careers. Both the fireman and bank president need to know how to read, write, spell, compute, etc. The concept of human dignity can be interwoven with the concept that any individual, at any payroll level, is a worthwhile member of society.

In order to most effectively teach career education, the teacher will have to give some thought to the resource people in the community who can be called upon to discuss their careers with the class. The awareness stage of career education can be a sequencial one moving from home to neighborhood, then to school, community, state, nation,

world. Some planning needs to be done between grade levels within the school and agreement reached on the best approach for dividing up clusters of occupations by grade level, with a review of all clusters in the upper grades as preparation for the experiences in the exploration stage of career education at the junior high school level.

The teacher will also have to work out a plan whereby career education is integrated into the entire curriculum. It becomes necessary to identify the skills to be taught in the subject areas, the subject area content, the career concept to be taught, the techniques to be used and the activity to coordinate skills and career concepts. Some of the basic skills to be developed are listening, thinking, contrasting, differentiating, researching, inquiring, decision-making. problem solving, questioning, etc. The following techniques were developed by Barbara Preli, Coordinator for Career Education, Louisville Public Schools.

Strategies for Teachers

Interview

The interviewing process is an excellent means of research, inquiry, listening, and communicating. It can be conducted as a class or by an individual.

Initial Activity:

1. Develop with the class, by means of the class meeting, rules and procedures for interviewing.
2. Once the rules and procedures are established, let the children practice on one another or with tapes so as they will feel self-confidence in the interviewing process.

General Procedure:

1. Choose one child as the interviewer.
2. A day or two before the interview, let the class discuss

the questions they feel would benefit them to ask the subject. These can be supplemented by the teacher in a skillful way.

3. The chosen child is responsible for conducting the interview. If the interview is conducted in front of the class, a general question period can be held after the initial interview.

4. If the interview is a private one, the child should report in some way to the class the results of the interview.

5. Always have the child write a thank-you note to the guest.

6. Try to use as many local people as possible. This creates good feelings, and these are people the children see everyday and can associate with.

7. Invitations for speakers may be by teacher or student. Establish class procedure if the student makes the invitation.

Some examples of questions:

1. What schools did you attend?

2. What is your present job?

   How did you get it?
   How long have you worked there?
   What time do you go to work?
   What do you do on the job during the day?

3. What things do you like most about your job? Least? Are there any hazards?

4. What is the usual starting salary in jobs like yours?

5. What qualifications do you need to get the job?

6. What preparation do you need?

7. What is the outlook for the future? advancement? supply and demand for workers?

8. Hours: Regular? Overtime? Evening? Sunday? Holiday? Steady or Seasonal?

(Adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967.)

These are just some examples. The children will think of many, many more.

Remind the students of the skills of good listening, not interrupting, changing of subjects, asking the same question again, speaking in turn.

Research

Research should be conducted by every child in every grade level. The amount and the manner of research depends upon the individual child.

Research can be done in many ways:

written
interviews
films and filmstrips
recordings and tapes
books
charts
letters
magazines
newspapers
commercials

The child in some way should keep an account of the information he finds, classify it, compare it to others he has found, differentiate which to keep.

The child should in some manner make the information he has found available to others, e.g., notebook, tape, interview, chart, picture.

Class Meetings

Create an aware, free, accepting atmosphere. The students should feel free to express their views in an appropriate manner.

Establish guidelines in discussion before each session begins. The same guidelines should hold for all sessions. A reminder may be needed until the children acquire the skill. Talk together about being good listeners, not interrupting, keeping to the subject, not talking all the time, waiting turn patiently, not speaking when someone else is, and not raising hands.

Avoid teacher lecture and child-teacher-child exchanges.

Avoid giving positive or negative reinforcement upon a child's statement. Be accepting, not judgmental.

The teacher's role is as a leader but in a silent way. Break a long pause, start a discussion, bring a silent student into the discussion. Keep as much attention away from you as possible.

Roles the teacher might play:

Initiator:	Suggests to the group ideas for discussion or poses a problem to be solved. Can also be used for task orientation.
Clarifier:	Shows or clarifies the relationships among various feelings, ideas, and suggestions or tries to integrate feelings, ideas, and suggestions.
Interpreter:	Interprets feelings expressed by members of the group or class, or interprets the significance of non-verbal behavior.
Reflector:	Reflects feelings expressed by members of the class. Usually limited to individual feelings expressed.
Expeditor:	Encourages and facilitates the participation of others. Stimulates the discussion to a higher degree. Prods the class to decision.
Evaluator:	Subjects the accomplishments of the group to some standard in the context of the group task.

Field Trips

Why?	A field trip can be an excellent means of gathering information on a first-hand basis.
	It can be used as an initial or culminating activity.
	Workers can be viewed in real-life settings as they carry out their roles and responsibilities.
	Field trips can open the community as a classroom.
Who?	The field trip can be a class trip, a small group, or an individual.
Where?	The trip can be held in the school room (imaginary), the school building, the home, the neighborhood, the city.
How?	The class together arranges an appropriate time.
	The arrangements can be made by the teacher. The teacher should know the place to be visited and be aware of the important things to see.

Background information should be gathered by doing research before the trip.

The class and teacher should plan together what they expect to see and what questions they should ask. In some cases responsibility for asking those questions might be delegated to certain people.

The trip should be evaluated as a class upon return:

Were our plans adequate?
Were our questions appropriate?
Were our questions answered to our satisfaction?
What things did we observe that were new to us?
What new questions do we now have?

Follow-up activities such as reports, charts, bulletin boards, murals, etc., should be conducted.

A thank-you note should be sent being careful to include the class' observations. A student should be responsible for the note.

Use of Specialists

There are many different types of specialists in every community: farmers, auto mechanics, florist, milkmen, newspaper personnel, radio technicians, repairmen, slaesmen, clerks, bank tellers, cafeteria or restaurant workers, telephone company personnel, plumbers, electricians, carpenters, hair stylists, teachers, doctors, policemen, agricultural extension workers, social workers, local, state and federal employees, pharmacists, local government personnel and garbage collectors to name but a few. All of these people can act as resource people for career education, either through field trips to their places of business or through the interview techniques previously mentioned. There is a wealth of resource people in even the smallest community. The larger the community the greater will be the variety of resource people available. Career education is an excellent vehicle for bringing the school and the community closer together through mutual involvement.

In addition to local specialists many communities are located within easy driving distance of a college or university where there are many specialists in a wide variety of fields work. These specialists devote their time to teaching, research and service. Many of them may be willing to visit schools and discuss their particular speciality. Very specialized workers in some fields might be interviewed by correspondence or telephone conference if the budget permits.

Career education takes on more meaning and relevance when students are in actual contact with working people. Consequently resource people become an integral part of the total program.

Sample Units and Plans

A teaching unit is generally more effective for several reasons if students help at the planning stage. The primary reason is psychological. Students cooperate more fully in the learning activities if they are learning something they really want to learn. By helping design the learning package the students are forced to do some thinking, planning and decision-making; they often come up with some very good ideas too.

There are a number of ways to write a unit. Those which follow point out that not all units will be written in the same manner. The format most generally accepted contains a "main" or "general" objective cr"goal"followed by "performance" or "behavorial" objectives. (Teachers writing units are encouraged to do research on the use and writing of behavioral objectives.) Then the "content" or areas to be covered are listed, followed by the "teaching-learning activities," a means of evaluation, and the necessary resource materials needed to teach the unit. A skeletal outline for a career education unit might look like this:

Unit: _____

Cluster: _____

Major Objective: _____

Performance Objectives:

1. _____
2. _____
3. _____
4. _____

Teaching-Learning Activities: (How)

1. _____

2. _____

3. _____

Evaluation: (Relate back to objectives)

1. _____

2. _____

3. _____

References and Resources:

1. _____

2. _____

3. _____

The following fully developed examples of career education units were developed in the Life Center Career Education Project, Louisville Public Schools under the direction of Barbara Preli, Project Director.

KINDERGARTEN UNIT - SCHOOL WORKERS

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and doesn't like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: At the conclusion of this unit, the student will be able

1. to orally describe the roles, responsibilities, and working conditions of at least three (3) school workers.

2. to name at least eight (8) school workers.

3. to define orally the terms school and work.

4. to name orally

.. at least three things he could do well as a school worker

.. at least three things he could not do well as a school worker

.. at least three things he would like to do as a school worker.

.. at least three things he would like to do as a school worker.

II. Job Listings

Principal	Cafeteria Workers
Teacher	Teacher Aids
Student	Cook
Librarian	Dietician
Clerk	Mailman
Secretary	Speech Therapists
Custodian	Visiting Teachers
Safety Patrol	Delivery Man - supplies and food
Nurse	
Superintendent	

Night Workers
NYC Worker
Counselor
Music

Room Mothers
PTA President
Tutors

III. Initial Activities

A. Conduct class discussions on: procedure for class meetings, process for interviewing, what is work, what is school.

B. Draw a map (blueprint) of the school. Examine the school and have the students label and locate various places. Use this to build the model of the school.

C. Draw pictures of the scenes around the school.

D. Construct a bulletin board of school workers.

E. Display books and other materials relating to occupations of school workers.

F. Display the tools that the workers use. Encourage the students to observe, touch, and examine them.

G. Dress a paper doll for each person interviewed and hang them from the school tree.

H. Begin a picture-work dictionary of the different occupations relating to school.

I. Conduct interviews of the identified people to add to research being gathered.

IV. Discussion--Class Planning

A. Plan together all construction projects, field trips and interviews.

B. Discuss Work

1. What is work?

2. Why do people work?

3. What do people do in their leisure time?

4. Do we work in our room?

5. What work do we do?

6. Why do we work in school?

7. Is there a reward for work?

8. When money is earned, what is it used for?

9. What can we do with money we do not spend?

10. Why would we want to save money?

11. What different jobs do you know?

12. Are these jobs necessary? Why? Why not?

C. Discuss School

1. What is a school?

2. Why do we have schools?

3. Who are the schools for?

4. Are schools necessary?

5. Could we do without them?

6. What would we do if we didn't have schools?

7. Establish concept - I am a part of _____school.

8. What were schools like long ago?

9. How have they changed?

10. What different types of schools do we know? nursery, primary, elementary, junior high, senior high, vocational, trade, college?

11. What people help us in the school?

V. Research

A. Research can be any way in which the student obtains new information.

B. The class should conduct interviews and keep a notebook of the pictures and comments drawn after each session.

C. The class can listen to recordings, poems, or stories about the school workers.

D. Pictures can be collected from magazines, newspapers about the school or school workers. These pictures can be pasted on cardboard and cut into puzzles for the students to work.

E. Films and filmstrips can be viewed and information recorded.

F. New words and pictures can be added to the occupational work dictionary.

VI. Interviews

A. Conduct interviews of school workers and school helpers according to interview procedures. Examination of each job should include:

1. What do they do in their job?
2. What hours do they work?
3. How do they dress?
4. Do they need any special tools or equipment?
5. Are they happy in their work?
6. Why did they choose to do this job?
7. What type of training did they need?
8. Do they help us in their work?
9. Could we do without their job?
10. What would I like to do in their job? Why?
11. What would I not like to do in their job? Why?
12. What things could I do well in their job?
13. What things could I do not so well?

B. Conduct interviews with other students in the school from different grade levels as to what they are doing in school and classroom.

C. Conduct <u>at least</u> one class interview a week. Be sure to add children's pictures and comments to their interview notebook.

D. Always have the child or children write a thank-you note to the person who was interviewed. Be sure to share some of the class comments in the note. Let a child be responsible for writing the note.

VII. Vocabulary

work
school
elementary
kindergarten
service
good
tools
hours
duties
pay
names of the various jobs
job

VIII. Curriculum Integration

A. Language Arts

1. Assign seatwork using pictures of school workers or parts of the school to distinguish the following:

   a. large and small objects

   b. likeness and difference of objects

   c. which objects do not belong

   d. which object should come next

   e. various shapes

2. Read stories and poems to the class about school workers. Discuss the story afterward.

3. Learn and recite together poems about school and school workers.

4. Match pictures of school objects and school workers with letters of the alphabet.

5. Discuss with the class how languages and communication skills are used by these school workers in their jobs.

6. Conduct interviews with school workers and let the children relate their comments to an adult to be recorded.

7. Produce a puppet show acting out the roles and work scenes of the school workers.

8. Have the children role play an imaginary tour of the school.

9. Cut pictures out of magazines about school workers. Classify under appropriate job titles.

10. Construct and maintain a picture-work dictionary. (occupational)

11. Record on tape the students' made-up story about a school worker.

12. View appropriate films and filmstrips on school workers.

13. Assign seatwork with a school worker as the center and various tools around him. Draw a line to the tools he would use.

B. Mathematics

1. Assign seatwork exercise with workers and tools to recognize numerals and what they stand for.

2. Discuss with the class what math skills, e.g. counting, measuring, telling time, and quantities, are used by these school workers in their jobs.

   Which of the above skills will be needed by the student in construction of class projects?

   Let the children compute and total the money for milk and cookies. This can relate to identification of money value--pennies, nickles, and dimes.

   Compare objects about school workers dealing with greater than--less than.

C. Social Studies

1. Discuss the ways that schools help the community and help the students.

2. Study a map and be able to construct and interpret a class-drawn map of the school.

3. Make a comparison of what schools were like from long ago to parents' schools, to schools today.

4. Recongize a globe and the concept of a world made up of land and water.

5. Discuss the concept of people all over the world going to school. Some have opportunities for school, others do not. What does this mean? How are other schools like ours? different?

D. Science and Health

1. Discuss the use of good table manners.

2. How is appropriate dress and care of one's self important in a job?

3. Plan a balanced menu for a cafeteria lunch. Learn to recognize the basic foods.

4. Discuss safety ways of coming to and going home from school.

5. Relate unit on simple machines to machines used around the school.

E. Art

1. Discuss ways in which art activities can be used as enjoyment during leisure time. Crafts, hobbies, etc.

2. Use the various art media to produce pictures and murals depicting school workers on the job, various scenes around the school, and how these people might enjoy their leisure time.

3. Have the children color outline sketches of school workers to learn the primary colors. These can be combined into a career coloring book. Recognition of color words can be used.

4. Use boxes and scrap materials to construct a model of the school and equipment used.

5. Have the children fashion the various tools out of clay for a display.

6. Construct paper dolls and dress them using skills of color selection, attention to detail (perception) pasting, and cutting.

7. Construct puppets using scraps, paper bags, or construction paper cut into basic shapes.

8. Use various textures and kinds of material, e.g., wool, linen, and silk to create pictures of school workers.

F. Music

1. Learn songs about school and the school workers.

2. Discuss ways in which musical activities can be used in leisure time.

3. Compose rhymes and folk songs about life as, e.g., a librarian.

4. Discuss and listen to the sounds a school makes. Write a symphony of school sounds and record it on tape.

IX. Simulation

A. Role play conducting an interview so the children can gain self-confidence and feel comfortable during interviews.

B. The children can sssume the roles of school workers and act out their roles.

C. Produce a puppet show depicting school activities and school workers.

D. Have the children conduct an imaginary tour of the school.

X. Hands-On

A. Construct a model of the school.

B. Construct tools and equipment, e.g., delivery truck.

C. Construct a map or blueprint of the school.

D. Bake cookies - cafeteria. (for milk and cookies time)

E. Construct simple machines used in school. Let them invent new machines.

F. Let the student spend some part of the day with a school worker on the job.

XI. Culminating

A. Produce a program centered around the school or a fashion show depicting all the different school workers with an explanation of duties and the making of their costumes themselves.

B. Invite parents in and let each child conduct them on a tour of the school.

C. Review the material gathered and the concepts learned.

D. Store materials for Career Fair in May.

XII. Evaluation

A. Orally

1. Have the student name eight (8) occupations relating to the school.

2. Have the student describe the roles, responsibilities and working conditions of at least three (3) school workers.

3. Define the terms "school" and "work" according to a predetermined criteria.

4. Have the student name at least three (3) things he

would like to do around school,
would not like to do around school,
could do well around school,
could not do well around school.

B. Written

1. The student will match ten (10) pictures of school workers and the appropriate tool or piece of equipment they would use.

C. Class

1. Demonstration of good discussion skills during a class meeting.

GRADE I

UNIT I - DAIRY FARMING

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: at the conclusion of this unit, the student will be able to

1. describe orally the roles, responsibilities and working conditions of at least three occupations relating to dairy farming.

2. name orally at least five occupations relating to dairy farming.

3. define the term "dairy farming."

4. relate orally:

.. three things he would like to do on a dairy farm and why.

.. three things he would not like to do on a dairy farm and why.

.. three things he could do well on a dairy farm and why.

.. three things he could not do well on a dairy farm and why.

II. Job Listings

Dairy Farmer
Mechanics
Milker
Veterinarian
Farm Service Workers
4H Agent
Auctioneer
Salesmen
Banker

III. Initial Activities

A. Conduct a class discussion on the procedure for class meetings, process for interviewing, what is work, what is farming, what is a dairy farm.

B. Draw a map or a blueprint of a dairy farm.

C. Draw pictures of life on a dairy farm.

D. Begin to construct a picture-work occupational dictionary.

E. Conduct interviews of people who work on a diary farm to add to research being gathered from books, records, films, filmstrips, and tapes.

F. Construct a model of the dairy farm; include workers, buildings, equipment, etc.

G. Display books, pictures, and magazines about the dairy farm.

H. Role play any of the jobs relating to the dairy farm.

I. Display the tools used on the farm,e.g. pictures, models, or the real thing.

IV. Discussion - Class Meetings

A. Plan together all construction projects, field trips, and interviews.

B. Discuss work:

1. What is work?

2. Why do people work?

3. We work in our room, What do we do? Why do we do it?

4. Is there a reward for work?

5. What can we do with the money we earn?

6. What can we do with the money we do not spend?

C. Dairy farm. Discuss:

1. What is a farm?

2. What are some types of farms?

3. What is a dairy farm?

4. What is produced on a dairy farm?

5. Who are the principal workers on a dairy farm?

6. Are there many dairy farms?

7. What is life like on a dairy farm?

8. What things do they do for fun on a dairy farm?

9. Are dairy farms necessary?

10. Could we do without them?

11. Where does the product go from the farm?

12. How does the dairy farm help me?

V. Research

A. Research can be any way in which the student obtains new information.

B. The students should conduct interviews and keep a "My Book" of the pictures, comments, etc.

C. Class can listen to records, poems, or stories about the dairy farm.

D. Pictures can be collected about the dairy farm from magazines, newspapers, etc., pasted on cardboard, cut up, and used as puzzles.

E. Films and filmstrips can be viewed and information recorded.

F. New words and pictures can be added to the class occupational dictionary.

G. Field trips can be taken so the students can experience first-hand observation of the various jobs.

VI. Interviews

A. Conduct interviews of workers related to the dairy farm according to interview procedures.

B. Conduct at least one interview a week. Be sure to add pictures and comments to "My Book."

C. After each interview the class should write a thank-you note to the person interviewed. This could be a group or individual project.

D. Examination of each job should include:

Questions predetermined by the class
(Refer to interview sheet - suggestions)

VII. Vocabulary

product	feed	silo
dairy	cattle	sterlize
agriculture	sanitation	refrigerated trucks
farm	grain	4H clubs
barn	stalls	pasture

VIII. Curriculum Integration

In each day's plans keep in mind:

the skills to be taught
the subject matter
the basic techniques to be used
the career concept
how can these be integrated together
the resources needed
evaluation

A. Language Arts

1. Discuss with the class how language, writing, and communication skills are used by these workers - both on the job and in leisure time.

2. Learn and recite poems and riddles about the farm.

3. Conduct interviews with workers related to the dairy farm and dairy.

4. Record comments, pictures, words, and sentences in "My Book."

5. Produce a play or puppet show acting out life on a dairy farm.

6. Read stories and poems to the class about dairy workers. Discuss afterward:

   a. specific information

   b. questions for comprehension

   c. predict ending to the story

   d. interpretation of ideas - what was meant by .....

7. Assign seatwork with the dairy workers as an interest theme.

   a. large and small objects

   b. likeness and difference of objects

c. which object does not belong

d. sizes and shapes

8. Locate pictures of the dairy farm or dairy and print the beginning sound or match the form of the beginning sound.

9. Together write experience charts about the dairy farm and dairy.

10. Take a group of work cards and have the students match them with a picture of the object. (farm workers, cow, tools, buildings)

11. Build sentences with the word cards and read to the class.

12. Students may practice printing of the words about the dairy farm.

13. Have the children role play an imaginary tour of the dairy farm.

14. Construct and maintain a picture-work occupations dictionary.

15. View appropriate films and filmstrips about the dairy farm and dairy.

16. The children can record on tape their comments about the dairy farm.

17. Play a game in paraphrasing "Farmer Brown says ..... (let them rephrase the statement).

18. Write thank-you notes for field trips and to persons interviewed.

19. Locate pictures of the dairy farm and dairy. Place them under proper headings, e.g., buildings, animals, products, workers, etc.

20. Discuss how reading and poetry can be used as leisure-time skills.

B. Mathematics

1. Discuss with the class what computation, measuring, counting skills are used by workers (dairy)

Assign seatwork with dairy farm workers as an interest theme:

a. number sequence

b. greater than--less than

c. numerals to match the number of objects

d. recognition of numbers

3. Have a problem-solving exercise in counting.

   a. How many cows were there?

   b. How many sacks of grain?

4. Have the students recognize some basic units of measurement: pound, pint, quart, gallon.

C. Social Studies

1. Discuss the ways in which the dairy farm and the dairy contribute to our community. How do they help the student personally?

2. Have the students recognize a map of the United States. Have them identify the state where they live. Does Kentucky have dairy products? In what area of the United States are the most dairy products found?

3. Cut out pictures of dairy workers; tell how they work together.

D. Science

1. The units of earth science, living things, and health can all be adapted. Check curriculum guides.

2. Pasteurization of milk and the process is an excellent follow-up.

E. Art

1. Discuss ways in which art activities can be used as enjoyment during leisure time. Crafts and hobbies. Do dairy workers use art in their leisure time?

2. Use the various art media, painting, crayon, clay, etc. to produce pictures and murals depicting dairy workers on the job, at home, and during their leisure time.

3. The children can crayon outline sketches of the different workers. Coordinate primary colors. Identify color words.

4. Scraps of materials can be used to construct a small model of the dairy farm to include: animals, machines, buildings, people, etc. Have word cards to label these.

5. Construct a mobile of the various tools and equipment used. Attach word cards.

6. Construct a picture-word occupational dictionary.

7. Identify the various textures of things found on the farm. Compare to textures of material. Make a chart showing the observations.

F. Music

1. Learn songs about the dairy farm and dairy workers.

2. Discuss ways in which musical activities can be used by these workers in their leisure time.

3. Compose rhymes and folk songs about the dairy workers.

4. Make a tape of the children imitating all the sounds they might hear on a dairy farm.

IX. Simulation

A. The students can role play conducting an interview so they can gain self-confidence and feel comfortable in conducting an interview.

B. The children can assume the roles of the dairy workers and enact scenes with these workers at the job, at home, enjoying leisure time.

C. The class can produce a program about the dairy farm.

D. The class can conduct an imaginary tour of the dairy farm. They also could guide their parents and guests around the farm in the same manner.

X. Hands-On

A. Build a model of a dairy farm.

B. Arrange for students to operate the tools used on the farm or in the dairy. Perform the process of pasteurization.

C. The students can visit a dairy farm and a dairy to observe first hand the workers carrying out their roles and responsibilities.

XI. Culminating Activities

A. Produce a program, musical, puppet show, etc., depicting the different dairy workers and dairy processors.

B. Invite the parents and other guests for a guided tour of the dairy farm and a demonstration of the process and distribution of dairy products.

C. Save all materials for the Career Fair in May.

XII. Evaluation

A. Orally

1. Have the student describe the roles, responsibilities, and working conditions of at least three occupations relating to the dairy farm.

2. Have the student name at least five occupations related to the dairy farm.

3. Have the student define the term "dairy farm."

4. Have the student name..... Why?

   three things he would like to do on a dairy farm
   three things he would not like to do on a dairy farm
   three things he could do well on a dairy farm
   three things he could not do well on a dairy farm

B. Written

1. The student will match five pictures of dairy workers and the appropriate tools or equipment.

2. The student will match five word cards with the appropriate pictures.

Class

1. Demonstration of an awareness and growth in the following skills as evidenced by a class meeting:

   An improved self-concept
   Respect for different opinions
   The need for people to work together
   Dignity and value of work
   Appreciation for all types of work
   Appreciation of parents' work efforts
   Scientific, economic, and social aspects of work

GRADE 2

UNIT I - FOOD MANUFACTURING

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: Upon the completion of the unit the student will be able to

1. describe orally the roles, working conditions and responsibilities of at least four occupations relating to food manufacturing.

2. name orally eight occupations related to food manufacturing.

3. define "food manufacturing."

4. name and tell

.. three things he would like to do in food manufacturing and why.

.. three things he would not like to do in food manufacturing and why.

.. three things he could do well in food manufacturing and why.

.. three things he could not do well in food manufacturing

5. Upon completion of the unit the class will demonstrate general skills by means of a class meeting.

II. Job Listings

food technologist	managerial staff
production worker	research
supervisor	lawyers
quality control	public relations
planning	tasters

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market researcher
engineers
  chemical
  mechanical
  industrial
salesman
accountant
nutrition
pharmachology
toxicology
packaging
home economists
purchasing person
pack development
distribution management
people trained in
  electrical
  civil
  agricultural
controller
office work
bacteriology

III. Initial Activities

A. Conduct a class meeting on the procedure for interviewing.

B. List the workers you would find in the food manufacturing industry. The teacher will have to supplement the list.

C. Discuss the various types of feed that are manufactured. Let the class choose which food they would like to manufacture.

D. Draw a map or blueprint for the construction of a model factory.

E. Construct a model factory - equipment, workers.

F. Construct a paper doll dressed to represent each worker and place inside the factory.

G. Draw pictures of these workers on the job and in their leisure time.

H. Display books, pictures, and magazines about food manufacturing.

I. Begin a picture-work-definition occupational dictionary.

J. Conduct interviews of people who work in these occupations to add to research being gathered from books, records, films, filmstrips, and tapes.

K. Discuss and make a chart of the raw materials needed to produce the product, how and where are these materials obtained.

L. Role play the factory scene. As a class actually produce a product. Assign each child a different job in the factory.

M. Display the tools and equipment needed on the job. Use actual tools, pictures, or tools made by the class.

IV. Discussion - Class Meeting

A. Plan together all construction projects, field trips, and interviews.

B. Discuss work:

1. What is work?

2. Why do people work?

3. We work in our room. What do we do? Why do we do it?

4. Is there a reward for work?

5. What do we call this reward?

6. What can we do with our wages?

7. What can we do with the money we don't spend?

8. Is it necessary to work?

9. How can I find out about different jobs?

C. Discuss industry and food manufacturing.

1. What different types of industry do we know?

2. What is industry?

3. What kinds of work do these people do?

4. What is food manufacturing?

5. Whay types of jobs are included in food manufacturing?

6. What are the rules, responsibilities, and working conditions of these jobs?

7. What kind of training, education, skills are needed to perform this job?

8. What equipment do they use?

9. How do they dress, live, do with leisure time?

10. What raw materials are needed to produce a product?

11. Where do the raw materials come from?

12. Where are the products sold?

13. How are the products distributed?

14. How is the price of the product determined?

15. How do thsse industries help us?

16. Could we do without these industries?

17. What things would I like to do in food manufacturing? Why?

18. What things would I not like to do in food manufacturing? Why?

19. What things could I do well in food manufacturing? Why?

20. What things could I not do well in food manufacturing? Why?

V. Research

A. Research can be conducted in any way in which the student obtains information.

B. The student should conduct interviews and keep a notebook " My Book" of the pictures, words, sentences and stories comments, etc.

C. The class or individuals can listen to records, tapes, poems, or stories about food manufacturing occupations.

D. Films and filmstrips can be viewed and information recorded.

E. Pictures can be collected and classified according to departments. These can be placed on charts.

F. New words, pictures, and definitions can be added to the occupational dictionary.

G. Field trips can be taken so the students can experience first-hand observation of the roles, responsibilities, and working conditions of these occupations.

VI. Interviews

A. Conduct interviews of workers related to the food manufacturing industry according to interview procedures.

B. Examination of each job should include: (Refer to questions about food manufacturing under class meetings.)

C. Conduct at least one class interview a week. Individual interviews may be conducted also. Be sure to record comments in "My Book."

D. Always have the class or a special child write a thank-you note to the person interviewed. Try to include some of the observations made by the students.

VII. Vocabulary

factory
industry
food
manufacturing
product
wages
cost
training
manufacturer
consumer

producer
raw materials
production
research
marketing
hours
sales
freeze-dry
dehydration
refrigeration
distribution

VIII. Curriculum Integration

In each of the lesson plans keep in mind:

the skills to be taught
the subject matter
the basic techniques to be used
the career concept
how can these be integrated
resources needed
evaluation

A. Language Arts

1. Discuss with the class how language, writing, and communication skills are used by these workers both on the job and in their leisure time.

2. Read stories and poems to the class about the food manufacturing occupations. Discuss afterwards:

   a. specific information
   b. question for comprehension
      main idea
      sequence of events
      interpretation of meaning
   c. location of relevant information
   d. use of the table of contents
   e. descriptive words listing under a picture of a particular worker
   f. comparison with other stories read

3. Learn and compose poems and riddles about workers.

4. Conduct interviews with workers related to food manufacturing. Be sure to record comments in "My Book."

5. Use seatwork with these workers as an interest theme; e.g.

   a. beginning and ending sounds
   b. rhyming words
   c. descriptive words

6. Produce a play, puppet show, etc., about the food manufacturing industry.

7. Together make experience charts about the various departments in the factory.

8. Practice writing words that we use in our study of these occupations.

9. Have the children role play an imaginary tour of their factory.

10. Construct and maintain a picture-word-definition occupational dictionary.

11. Have the children record on tape stories about occupations relating to food manufacture.

12. The class or individual child should write a thank-you note for a field trip or to a person who was interviewed.

13. Discuss what leisure time activities can come from language arts.

B. Mathematics

1. Discuss with the class what computation and reasoning skills are used by these workers on the job and in their leisure time.

2. Use seatwork with these workers as an interest theme:

   a. place value
   b. inequalities - greater than, less than
   c. addition and subtraction problems around a work situation
   d. coin and money problems

3. Have a class simulation of telling time, punching in and out of work. How long worked?

4. Have the class figure out together the cost of the item to be produced and what they should charge for it to make a profit or loss.

5. Use measurement in building the factory.

6. Write out and compute work orders, purchase orders, or shipping tickets.

C. Social Studies

1. Physical Geography - recognition of a map. Location of needed natural resources. Environmental planning in setting up the factory.

2. Production - the process of producing a product. How do people work together to produce a product? Does this product meet a need of the community?

3. Our Community - do we have any factories? Any food manufacturing factories? How do these help the community? How do they help us?

4. Economics - product, consumer, producer, need, service discussion of wages, etc.

D. Science

1. Health and Nutrition - the nutritional value of foods. What basic foods do we need in a proper diet? Health standards in the factory process.

2. Machines - what machines are used. How do they work? Construction of some of the equipment and the actual working of the machine.

3. Electricity - principles involved in running the equipment. Dry cells can be used.

Art

1. Discuss ways in which art activities can be used as enjoyment during leisure time. Crafts and hobbies. Appreciation of the arts. How people in these jobs use their leisure time.

2. Use the various art media to produce pictures and murals depicting the workers on the job, at home, during their leisure time.

3. Have the children trace their outline on a large piece of wrapping paper and then paint to resemble the worker whose role they have assumed.

4. Use any scrap materials available to construct a small model of food manufacturing factory including workers, machinery, etc. Let them design their own building.

5. Construct a chart showing the various places the food is distributed after it is processed.

6. Construct a mobile or display which shows the various equipment needed.

7. Construct and maintain a picture-word-definition occupational dictionary.

8. Identify the various textures of things found in a food factory and compare to materials we know. Make a chart showing comparison.

9. Hold a contest for the best ad-picture developed to sell the product.

10. Discuss and observe all the different sizes and shapes in the factory.

11. Sew a piece of simple stitchery of a worker or the product, etc.

F. Music

1. Learn songs about the workers and occupations in food manufacturing.

Discuss ways in which musical activities can be used by these workers in their leisure time.

Compose rhymes and folk songs about these jobs.

Make a tape of the children imitating all the sounds they might hear in the factory.

Talk about sound effects; perhaps listen to some records about sounds.

IX. Simulation

A. Role play conducting an interview so the children can gain self-confidence and feel comfortable in conducting an interview.

B. Have the children each assume the role of one of the workers and actually turn the classroom into a food manufacturing factory and produce a product and distribute it.

C. Organize a sales campaign, advertising, etc. Let the children act out the campaign.

D. Produce a TV program about the food manufacturing factory.

E. The children can conduct parents and guests around the factory explaining all the different jobs and processes.

F. Let the children for a period of time clock in and out as in work. Keep track of the time.

X. Hands-on Activities

A. The construction of a model of a food manufacturing factory to include the equipment, departments, and people, etc.

B. The display of tools and equipment. The actual operation of some of the student-made equipment.

C. A field trip to a food manufacturing plant to observe first-hand the workers carrying out the roles and responsibilities.

XI. Culminating

A. Produce a program, musical, puppet show, etc., depicting all the different occupations involved in the manufacture of food and its distribution.

B. Invite parents and guests in for a guided tour of the factory and a demonstration of the food product being made and packaged.

C. Save materials for the Career Fair in May.

D. Conduct class discussion of the unit.

XII. Evaluation

A. Orally

1. Have each student describe the roles, responsibilities, and working conditions of at least four occupations relating to food manufacturing.

2. Have each student relate the names of at least eight occupations relating to food manufacturing and distribution.

3. Have each child define the term "food manufacturing."

4. Have each child name and tell.....

Three things he would like to do in food manufacturing occupations and why.

Three things he would not like to do in food manufacturing occupations and why.

Three things he could do well in food manufacturing occupations and why.

Three things he could not do well in food manufacturing occupations and why.

B. Written

1. The student will be able to match five pictures of workers in food manufacturing and the appropriate tools or piece of equipment.

2. The students will be able to match five word cards with the appropriate pictures.

C. Class

1. Demonstration of an awareness and growth in the following

skills as evidenced by a class meeting:

An improved self-concept
Respect for different opinions
The need for people to work together
Dignity and value of work
Appreciation for all types of work
Appreciation of parents' work efforts
Scientific, economic, and social aspects of work

GRADE 3

UNIT I - HEALTH

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: Upon completion of the unit the student will be able to

1. describe the roles, working conditions, and responsibilities of at least five occupations relating to the health profession.

2. name ten professional occupations relating to health.

3. describe "Health Careers."

4. tell

.. Three things he could do well in professional health care and why.

.. Three things he could not do well in health occupations and why.

.. Three things he would like to do in health occupations and why.

.. Three things he would not like to do in health occupations and why.

5. Upon completion of the unit the class will demonstrate general skills by means of a class meeting.

II. Job Listings

Physicians
Osteopaths
Dentists
Dental Hygienists
Pharmacists
Podiatrists
Chiropractors
Life Scientists

Dental assistants
Dental lab technician
Registered nurse
Licensed practical nurse
Optometrists
Radiologic technologists
Medical record librarian
Dietician
Hospital administrator
Occupational therapists
Physical therapists
Speech pathologists
Audiologists
Medical lab workers
Sanitarians
Veterinarians
Chemists
Biochemists

III. Initial Activities

A. Conduct a class meeting on procedure for class meetings, process for interviewing, what is work, what is a profession, what type of professional occupation is in the field of health.

B. The class can list together the professional jobs in the field of health they are familiar with. The teacher will have to supplement the list so as to broaden their experience. More can be added as they do further research.

C. Discuss briefly how these occupations work together and the service they provide for us. Are they necessary?

D. Let each student assume a different health occupation for which he will be responsible to research, gather information and build a shadow box.

E. Draw a map or blueprint for the construction of the shadow box.

F. Construct a paper doll dressed as their particular worker.

G. Display books, pictures, and magazines about professional jobs in the health field.

H. Begin a work-definition occupational dictionary. Add to it throughout the year.

I. Conduct interviews of people who work in these professional jobs to add to the research being gathered from books, records, films. filmstrips, and tapes.

J. Role play the workers in their jobs, e.g., the class can make appointments, etc.

K. Display the equipment needed for the jobs. It can be pictured, the real thing, or models the students have constructed.

L. Construction of a hospital laid out to show the various departments, e.g., kitchen, laundry, operating room, recovery room, patients' rooms, pharmacy, labs, etc.

IV. Discussion - Class Meetings

A. Plan together all construction projects, field trips, and interviews.

B. Discuss work.

1. What is work?
2. Why do people work?
3. We work in our room. What do we do? Why do we do it?
4. Is there a reward for work?
5. What can we do with out wages?
6. What can we do with the money we don't spend?
7. Is it necessary to work?
8. Where can I locate information about different occupations?
9. Do I need special training to work? How much does this training cost? How long does it take?

C. Discuss professional jobs in the health field.

1. What is a profession?
2. What is a professional person?
3. What kinds of work do these people do?
4. How much training do they need? How long was the training and what was the cost?
5. What equipment do they use?
6. Where do they work?
7. What does their office look like?
8. How do they dress?
9. What service do they offer?
10. Could we do without this service?
11. Is there a need for more people in these occupations?
12. What things would I like to do in the health field and why?
13. What things would I not like to do in the health field and why?
14. What things could I do well in the health field and why?
15. What things could I not do well in the health field and why?

V. Research

A. Research can be any way in which the student obtains information.

B. The student should conduct interviews and record the comments in his notebook.

C. The class or individuals can listen to records, tapes, poems, or stories about professional health occupations.

D. Films and filmstrips can be viewed and the information recorded.

E. Students can use the occupational outlook - handbook, newspapers, magazines, telephone book, or S.R.A. job surveys.

F. Pictures can be collected and classified according to specific careers.

G. Field trips can be taken so the students can experience first-hand the roles, responsibilities and working conditions of the workers.

V. Interviews

A. Conduct interviews of professional people in the health field according to interview procedure. (Refer to interview sheet.)

B. Conduct at least two class interviews a week. Students may conduct individual interviews also. Be sure to add comments, pictures to notebooks.

C. Always have the children write a thank-you note. Try to include some observations the class made about the interviews.

VI. Vocabulary

health
hospital
patient
names of the occupation
anesthetic
pharmacy
blook bank
pathology
pulse
thermometer
E.K.G.
emergency room
recovery room
operating room
profession
stethoscope
therapy
sterile
intern
clinic
resident
diagnose
salary
fee
specialization
income
license
cavities

VIII. Curriculum Integration

A. In each day's plans keep in mind:

the skills to be taught
the subject matter
the basic techniques to be used
the career concept
how can these be integrated together
what resources do I need
evaluation

B. <u>Language Arts</u>

1. Discuss with the class how language, writing, and communication skills are used by these workers in their

jobs and in their leisure time.

2. Read stories and poems to the class about health careers.

3. Learn and recite and compose riddles, poems, and stories about these careers.

4. Conduct interviews with professional people in the field of health. Be sure to record comments in "My Book."

5. Produce a play dealing with the lives of these workers. Role play on the job."

6. Seatwork can be used with these careers as a theme.

   a. vowel sounds
   b. prefix and suffix
   c. compound words
   d. syllabication
   e. use of the dictionary
   f. main ideas of a paragraph
   g. drawing conclusions

7. Design and make charts depicting the various duties involved in each job.

8. Play occupational charades with the professional jobs in the field of health.

9. Compose and write business letters asking for information about professional jobs in the field of health. Use correct form including heading, inside address, greeting, body, closing, signature, and proper punctuation.

10. Have the children conduct an imaginary tour of the hospital and health complex.

11. Construct and maintain a word-definition occupational dictionary. Pattern it after a regular dictionary.

12. Have the children record on tape stories about these jobs.

13. Write thank-you notes for all field trips, interviews, and information received.

14. Locate pictures of health careers and classify them under correct headings.

15. Learn the techniques involved in making a business telephone call, how to take a message, and how to use the telephone directory.

16. Scan the want-ad sections of the newspaper to see what jobs are available in this field.

17. View filmstrips and films about these occupations and record comments.

18. Compose poems, riddles, and limericks about these occupations.

19. Compose a brochure about the hospital and the services they offer.

20. Produce skits which depict what goes on in the various departments of the hospital or health clinic.

21. Discuss with the class how language art activities can be used as leisure time enjoyment.

B. Mathematics

1. Discuss with the class what computation skills are used by professional workers in the field of health.

2. Seatwork with problems centered around these occupations can be used:

   a. Figure the cost of buying supplies or equipment to set up a professional office, e.g. dentist.

   b. Compose a list of fees a doctor or dentist would charge for certain services.

   c. Figure the insurance payment for health care rendered, e.g., operation.

   d. Compute the cost of running each of the departments in the hospital.

   e. Experiment measuring the various doses of medicine.

   f. Schedule a time shift for nurses, the use of operating and therapy rooms, etc.

   g. Keep an appointment book for visits.

   h. Measurement skills can be used in figuring the scale model of the hospital.

   i. Write out work orders for the staff of the hospital and complex. Compute the number of employees needed, their hours, salaries, etc.

   j. Figure the calories on a specific diet: Total number of meals produced a day, the ordering of food for the kitchen cost of the supplies, cost of the meals, etc.

C. Social Studies

1. Define health career and do research into origin and past history.

2. Make a comparison of modern day health services to those in the past; a time line could be made to illustrate this. (diorama-mural) Reports could be added.

3. Conduct a survey of the number of hospitals in Louisville. Locate them on a city map. List the different services they provide.

4. Discuss the need we have for these services and how these people need to work together for our welfare.

D. Science

1. Discuss some of the different sciences which contribute to the field of health - biology, chemistry, etc. Stress the scientific training needed for professional jobs in the field of health.

2. Use charts of the various systems of the body. Relate to the different specialties in the field of health.

3. Discuss and examine what type of research goes on in a laboratory. Role play this by study and observation with experiments, animals, plant growth, etc.

4. Class could grow molds. Discuss and learn how medicine is made. A chart showing various medicines and what they come from. This might be a good time for a unit on drugs.

5. Role play taking an X-ray, etc., filling a tooth.

6. Study the different machinery that is used in the health field and how it operates. Also electricity, emergency generators.

7. Experiment with the thermometer, stethescope, etc. What makes these work?

8. Use the microscope. Prepare own slides, etc.

9. Take a first-aid course for injuries.

E. Art

1. Discuss ways in which art activities can be used as leisure time activities, crafts and hobbies. Appreciation of the arts.

2. Use the various art media to produce pictures and murals depicting professional jobs in the health field, on the job, at home, in their leisure time.

3. The children can dress paper dolls to represent the workers' attire.

4. Use scrap materials to construct a hospital, open as to show the various departments and their equipment. Also use scrap materials to construct shadow boxes of other professional offices in the field of health to go on the health complex.

5. Construct charts illustrating the various systems of the body, medicines, past and present history of health, etc.

6. Hold a contest for the best design of the hospital building and health complex.

7. Hold a contest to design new uniforms for the workers.

8. Sew a piece of stitchery to represent one of the occupations studied.

F. Music

1. Discuss ways in which musical activities can be used in leisure time. How do these workers use them?

2. Learn songs about the workers and careers in the health field.

3. Compose rhymes and folk songs about health careers.

4. Make a tape of the sounds that can be heard in each of the departments or offices. Sounds can be made by the children.

IX. Simulation

A. Role play conducting an interview so the children can gain confidence and feel comfortable in conducting an interview.

B. The children can assume the role of one of the professional occupations and recreate, e.g., hospital scene, dentist's office, etc.

C. Produce and act out a television program with health careers as a theme.

D. The children can conduct parents and guests around the hospital or health complex explaining the different roles, responsibilities and working conditions of each.

X. Hands-On

A. The actual construction of the hospital and health complex.

B. The children can assume the roles of these occupations - work with the tools and equipment.

C. Field trips can be taken by the class and individuals to observe these occupations first hand.

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XI. Culminating

A. Produce a program, musical, etc., depicting all the aspects of professional careers in health.

B. Invite the parents and other guests in for a guided tour of the hospital and health complex. A demonstration of roles and services can be given. Refreshments could be served.

C. Save materials for the Career Fair in May.

D. Conduct class discussion for evaluation of the unit:

1. review of what was learned

2. what we could have done better

3. future plans

XII. Evaluation

A. Orally

1. The students should describe the roles, responsibilities, and working conditions of at least five occupations relating to the health careers.

2. The student should name at least ten occupations in the health field.

3. The student can define "profession" and "health careers."

4. The student can name and tell why .....

Three things he would like to do in this field

Three things he would not like to do in this field.

Three things he could do well in this field

Three things he could not do well in this field.

B. Written

The student will be able to differentiate among school subjects which skills are necessary in professional health careers.

C. Class

Demonstration of an awareness and growth in the following skills as evidenced by a class meeting

An improved self-concept
Respect for different opinions
The need for people to work together
Dignity and value of work

Appreciation for all types of work
Appreciation of parents' work efforts
Scientific, economic, and social aspects of work

GRADE 4

UNIT I - SOCIAL SCIENCE

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: Upon completion of the unit the student will will be able to:

1. describe the roles, responsibilities, and working conditions of at least five occupations relating to social science.

2. name ten occupations related to social science

3. define the term "social science."

4. relate and tell why

.. Three things he would like to do in the social science area.

.. Three things he would not like to do in the social science area.

.. Three things he could do well in this area.

.. Three things he could not do well in this area.

II. Job Listings

Clerical workers
Workers relating to -
schools
fire protection
sewage
local parks and recreation
police
libraries
public welfare
water supply
hospitals
housing
urban renewal
street and highway maintenance
Governing personnel

III. Initial Activities

A. Conduct a class meeting on procedures for class meetings, process for interviewing, what is work, what is a city, what are some occupations known in Social Science in our city.

B. Introduce the idea of building a city, a year-long project which will be divided into parts to make research easier. The first category, Social Science, includes government, education, health, and welfare.

C. Discuss with the class, your city, and what we have in these fields. List the jobs under these categories. The teacher may have to supplement the list. New jobs may be added once research has started.

D. Keep a chart of the various occupations visible. New occupations can be added.

E. Using a class meeting plan for the construction of the city. Map out the streets, name them. Bring ecology, pollution into the planning.

F. Discuss briefly how we need all these occupations working together to make a successful city.

G. Let the children divide into three groups and choose which of the three areas they wish to investigate: (1) Government; (2) Education; (3) Health and Welfare. Each group can choose their procedure for research. Each child should assume a role under one of the areas. Each group will construct a model complex to be placed in the city.

H. Display books, magazines, newspapers, and pictures about occupations related to Social Science.

I. Construct and maintain an occupational dictionary.

J. Conduct interviews of people who work in the identified occupations to add to the research being gathered from books, records, films, filmstrips, and tapes.

K. Role play the workers in their jobs. Hold an Open House for each complex to share information with others in the room, e.g., one day for government complex, one day for educational complex, and one day for health complex.

IV. Discussions - Class Meetings

A. Plan together all construction projects, field trips, and questions for interviews.

B. Discuss work.

1. What is work?
2. Why do people work?
3. We work in our room. What do we do? Why do we do it?
4. Will work in school now have any benefit for me?
5. What can we do with our wages?
6. Where does all my money go?
7. What can we do with money we do not spend?
8. Is it necessary to work?
9. Where do I locate information about occupations?
10. What do I look for in a job?

C. Discuss the city.

1. What is a city?
2. How does a city run?
3. What services does it provide for me?
4. What must I do to be part of the city?
5. What problems does a city face?
6. How are these problems solved?
7. What occupations do we find in a city?
8. Are these all necessary?
9. How can we make wise use of natural resources in planning a city?
10. How can we include conservation in the planning of a city.

D. Discuss Social Science occupations in the city.

1. What are the hours, qualifications, education, training, fringe benefits, salary, advancement?
2. Could we do without these jobs?
3. What do these people do with their leisure time?

4. How do they dress?

5. Where do they live?

6. What equipment do they use?

7. What are three things in Social Science I would like to do?

8. What are three things in Social Science I would not like to do?

9. What three things could I do well?

10. What three things could I not do well?

11. Is there a need for more people in these occupations?

V. Research

A. Research can be any way in which the student obtains information.

B. The students should conduct interviews and keep a notebook on comments of the interivews.

C. Class or individuals can listen to records, tapes, poems, or stories about Social Science occupations.

D. Films and filmstrips can be viewed and information recorded.

E. Students can use the Occupational Outlook Handbook, telephone book, newspapers, magazines, Chamber of Commerce job listing, etc.

F. Pictures can be collected and classified according to specific occupations.

G. Field trips can be taken so the students can experience first-hand observation of the roles, responsibilities, and working conditions of these occupations.

VI. Interviews

A. Conduct interviews of people in Social Science occupations in the city according to interview procedure. (Refer to interview sheet.)

B. Conduct at least two class interviews a week. Students may conduct individual interviews also. Be sure to add comments, pictures to notebook.

C. Always have a child write a thank-you note. Try to include some of the observations from the class.

VII. Vocabulary

qualifications
fringe benefits
advancement
public servant
alderman
citizen
career
merit system
government
promotion
eligible
mayor
council
health and welfare
city manager
urban renewal
city hall
utilities

VIII. Curriculum Integration

In each day's plans keep in mind

the skills to be taught
the subject matter
the basic techniques to be used
the career concept
how can these be integrated together
resources needed
evaluation

A. Language Arts

1. Discuss with the class how language, writing, and communication skills are used by these workers both on the job and in their leisure time.

2. Conduct interviews with people in occupations related to Social Science. Be sure to record comments and information in notebooks.

3. Write letters for information about these occupations.

4. Use exercise in the following skills in finding information with these occupations as a theme.

   a. classification of ideas

   b. arrange ideas in sequence

   c. outlining

   d. taking notes

   e. summarizing

   f. making inferences

   g. find similarities and differences

5. The skills of locating information can be taught using these occupations as a theme.

   a. using parts of a book

   b. using specialized references

   c. association of ideas

   d. picking out main ideas

6. The use of a dictionary can be taught by the construction and maintenance of the class occupational dictionary.

7. Have an essay contest on what work is.

8. Have the students write a job description of the job he is researching.

9. Conduct a lesson on the want-ad section of the newspaper. Let the class compose want ads for their jobs.

10. During the election campaign have the candidate write and give their speeches. Make a news hour TV show of it.

11. Compose poems, hiku poetry, limericks, stories, folk tales, and autobiographies of the job they have assumed.

12. Films and filmstrips can be viewed and the information recorded.

13. Vocabulary words can be used as spelling words.

14. Word perception skills can be used with the information received from letters, stories, articles.

   a. context clues

   b. root words and derivatives

   c. multiple meanings

   d. synonyms, antonyms, homonyms, and heteronyms

   e. descriptive language

15. The game job charades can be played.

16. The class can record on tape reports about their occupations.

17. Discuss how language art skills can be used as leisure time activities.

18. A newspaper can be produced about the city and carry news items relating to Social Science occupations.

19. Programs can be written and printed for Open House Day.

B. Mathematics

1. Discuss with the class what computation and reasoning skills are used by these workers.

2. Exercise in computation skills can be centered around these occupations as an interest theme:

   e.g., figuring a bill for a patient at the Health Center
   budgeting the salaries they receive
   setting up a time schedule for the courts
   figuring the city budget
   computing needed taxes
   figuring overtime pay
   cost of training for these jobs
   the cost of production of the newspaper and what to charge for it

3. Use of the basic units of measurement in the construction and scaling of the centers and their offices.

4. Figure out a city budget for a fiscal year.

C. Social Studies

1. Use of map skills in mapping out the city. Make a legend to interpret the map.

2. Discussion of the services these jobs provide for the community. The necessity of people working together.

3. The understanding of what a city is and how it runs.

4. Learn the various kinds of city government and how they are run. Choose one for their city.

5. Hold an election with campaign speeches, nominations, debates, and voting booths.

6. Refer back to American history - small cities getting started.

7. Make a comparison of the city students are building to what already exists in our city.

D. Science

1. Use a unit on machines to produce a voting machine.

2. Proper diet and health care can be integrated into the health center.

   a. planning menus for certain type diets

   b. first-aid procedures

   c. preventive health care - everyday care

d. study of various systems of the body

3. The advances in the field of science or medicine as compared between today and 100 years ago. How is medicine produced? Where does it come from?

4. Use the microscope and identify various types of bacteria.

E. Art

1. Discuss ways in which art activities can be used as enjoyment during leisure time, i.e. crafts and hobbies..

2. Use the various art media to produce pictures, murals, collages, and sculpture relating to Social Science occupations.

3. Scraps of materials can be used to construct the government complex, education complex, and health complex.

4. Posters can be illustrated for the campaign.

5. Cartoons can be drawn relating to work for the newspaper.

6. A film can be drawn and edited about a city.

7. Sew a piece of stitchery or do a flannel collage of the workers.

8. Hold a contest for the best design of the various centers.

9. Talk about the qualities of colors and the feelings they create. Use this in planning the decoration of the three centers.

F. Music

1. Discuss with the class ways in which musical activities can be used in leisure time.

2. Songs and folk songs can be composed about the city or various jobs.

3. A tape could be made entitled Sounds of the City.

4. Songs can be learned about the city and its workers.

IX. Simulation

A. The students can role play conducting an interview so they can gain self-confidence, and feel comfortable in conducting an interview.

B. The children can assume the roles of the occupation they are investigating and act out the roles and responsibilities of the job.

C. Produce and act out a radio or television show about these jobs.

D. Let the class become a courtroom or one of the governmental departments and act out a scene.

E. The actual running of a campaign for the government of the city, speeches, voting, etc.

F. Have the children invite parents and guests to their Open House days.

G. Role play a board of aldermen meeting to solve the problems facing the city.

X. Hands On

A. Construct models of the three centers, include workers, and equipment.

B. The children, in simulating various scenes, will perform the duties of the assumed occupation role.

C. Field trips can be taken by the class so they can experience first-hand observation of the roles, responsibilities, and working conditions of occupations relating to the Social Sciences.

XI. Culminating

A. Hold an Open House Day for each of the centers and have the students dressed in uniforms and performing their duties.

B. Invite parents and other guests in for a guided tour of the Open House and demonstration of duties. Refreshments can be planned, made, and served by the class. Estimation of cost, etc., could be a math lesson.

C. Save the materials for a Career Fair in May.

D. Conduct class discussions of evaluation of the unit.

1. review of what was learned

2. what could have been done

3. future planning

XII. Evaluation

A. <u>Written</u>

1. Have each student describe the roles, responsibilities, and working conditions of at least five occupations relating to social science careers.

2. Have each student name ten occupations relating to Social Science.

3. Have each student define "Social Science."

4. Have each child name and tell why

   Three things he would like to do in Social Science area

   Three things he would not like to do in the Social Science area.

   Three things he could do well in Social Science area

   Three things he couldn't do well in Social Science area

5. The student will be able to differentiate among school subjects which skills are necessary in identified Social Science occupations.

B. Class

Demonstrate of an awareness and growth in the following skills as evidenced by a class meeting.

An improved self-concept

Respect for different opinions

The need for people to work together

Dignity and value of work

Appreciation for all types of work

Appreciation of parents' work efforts

Scientific, economic, and social aspects of work

GRADE 5

UNIT I - FINE ARTS AND HUMANITIES

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditions of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

a. to demonstrate an awareness of the relevancy of the school curriculum to his future

b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

a. to increase respect for different opinions of others even if not in agreement

b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: Upon completion of the unit the student will be able to

1. describe the roles, working conditions, and responsibilities, of at least seven occupations relating to fine arts and humanities.

2. name seven professional occupations relating to fine arts and humanities.

3. describe "Fine Arts and Humanities."

4. tell

.. Three things he could do well in the field of Fine Arts and Humanities and why.

.. Three things he could not do well in the field of Fine Arts and Humanities and why.

.. Three things he would like to do in the field of Fine Arts and Humanities and why.

.. Three things he would not like to do in the field of Fine Arts and Humanities and why.

5. demonstrate general skills by means of a class meeting.

II. Job Listings

Art	Dance	Music	Drama
Painter	Dance Instructor	Opera Singer	Actor
Portrait Artist	Ballet Dancer	Night Club Singer	Actress

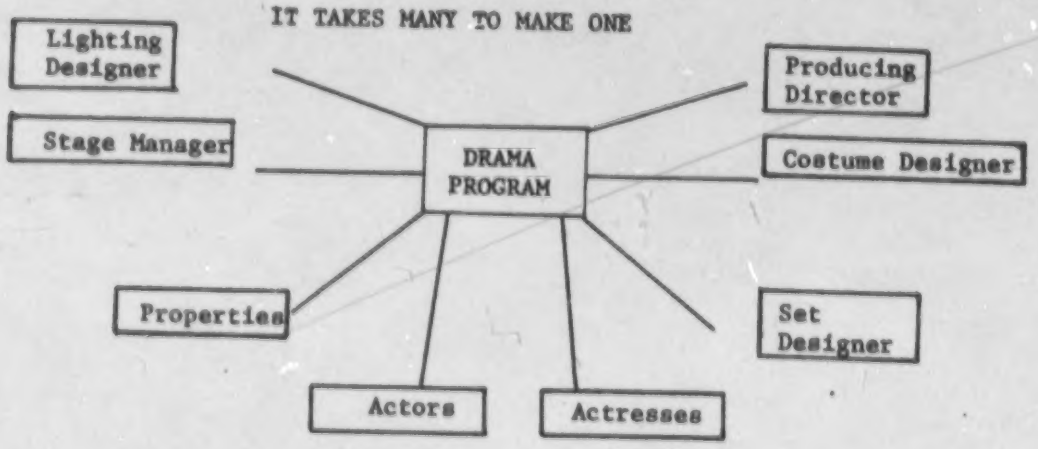
Art	Dance	Music	Drama
Sculptress	Belly Dancer	Folk Singer	Producer
Printmaker	Night Club Entertainer	Recording Artist	Director
Designer	Stage Entertainer	Band Director	Stage Manager
Interior Decorator	Television or Motion Picture Entertainer	Instrument Player	Ticket Salesman
Potter	Folk Dance Teacher	Church Organist	Costume Designer
Jewelry Designer	Choreographer	Vocal Teacher	Cameraman
Jewelry Maker		Instrument Teacher	Set Designer
Weaver		Instrument Tuner	Usher
Textile Designer		Music Store Clerk	Lighting Expert
Set Designer		Song Writer	

Literature	Humanities & Philosophy
Poet	Teacher
Novelist	
Short Story Writer	
Teacher	
Playwright	
Literary Critic	
Proofreader	
Editor	
Publisher	

Remember that we are trying to provide students with a wide variety of occupations along the whole continuum from unskilled to professional. Jobs all along this continuum have dignity and worth.

III. Initial Activities

A. Prepare a bulletin board display. The caption and layout might look like this:



B. Invite a dancing or music instructor, a museum worker, costume designer, or writer in to talk with the class, if possible, otherwise research these jobs in encyclopedias.

C. Attend a Making Music Concert or listen to records or watch films of concerts or plays.

D. Visit a museum or write a museum for information.

E. Invite children who are taking music or dancing lessons to perform for the class.

IV. Curriculum Integration- Language Arts

A. Using word attack skills (also categorizing and building vocabulary)

1. Early in the unit make word cards with names of workers in the fields of the fine arts and humanities. Give one card to each child in the class. The child is to pronounce the word correctly, using all the word attack skills he has been taught. He may consult a dictionary if necessary. When he is sure of the word he "teaches" the word to the class, then places the card on the appropriate chart. One chart may be made to look like a stage or theater, one an artist's easel, and one a school or religious building. If there is any question about its placement, let the class decide.

B. Building vocabulary

1. Teacher may say the name of a worker, such as actor. The children quickly give words that could be used to deccribe an actor. List on the chalkboard. Repeat with other workers. List words on chalkboard.

2. Make a dictionary of new words as they come up in the unit. Illustrate if possible.

3. Examine the Lively Arts section of the Sunday Courier-Journal. Look for adjectives used to describe the performers and shows.

4. Give the children each a card or part of a sentence strip. Have each child use some art medium such as yarn, paint, crayon, etc., to write one new word used in this unit. Arrange the cards in an artistic way on a large chart or bulletin board. Look for these words in the newspaper section mentioned above.

C. Improving comprehension

1. Read many trade books such as:

   a. Greene, I Want to Be a Ballet Dancer

   b. Greene, I Want to Be a Musician

2. Read stories in many readers that relate to the subject.

3. Read books of plays such as Kissen's Bag of Fire.

4. Read the reviews of shows in the Lively Arts section of the Sunday Courier-Journal. Check for comprehension.

5. Examine programs from Actors Theater, Louisville. Such programs offer opportunities for many reading activities.

D. Improving oral communication

1. Children pretend they are actors and actresses trying out for a part in a show. If presenting a show as a culminating activity, the children can actually try out for the parts.

2. Have a few children pretend they are teachers applying for jobs. Have each state his qualifications and tell why he thinks he will be a good teacher.

3. Interview a teacher in the school.

4. Dramatize stories in the readers.

5. Present a radio play.

6. Do some choral reading.

7. View the motion picture:

   a. "Let's Try Choral Reading"

E. Improving written communication - Creative Writing

1. When attending or listening to a concert or drama production, pretend to be critics who must write a review for the newspaper. Return to the classroom and write the reviews. Compare with others in the class. Help the class see that there is room for a difference of opinion.

2. Produce a book of short stories and poems. Children's stories may be typed and illustrated. A book may be given to the library and to each child in the class. Be sure each member is represented in the book.

3. See the motion pictures:

   a. "Let's Write a Story"

   b. "Making Books"

4. Write a letter to an author.

   a. Laidlaw, Discovery in English

5. Write descriptions for a Want Ad.

6. Write poetry on many subjects.

7. View the motion pictures:

   a. "Poems Are Fun"

   b. "Poetry to Grow On"

8. Write riddles about musical instruments, workers, etc.

9. Write letters of invitation and thank-you notes.

10. Write a commercial advertising a ballet, a play, an opera, etc.

11. Write an advertisement for a play, opera, etc. Find out how much it costs to place a 2" x 4 1/2" ad in the local newspaper. Discuss the importance of making each word count in an advertisement.

V. Curriculum Integration - Mathematics

A. Improving basic skills in problem solving

1. Given an annual salary, figure how much the worker would get paid once a month, every two weeks, every week. (Discuss taxes and other deductions but do not expect fifth graders to figure these.)

2. Compare the average salaries of teachers and ministers, dancers, and singers, etc.

3. Look for admission prices in the Lively Arts Section of the Courier-Journal. Compare prices of movies and live theater productions.

4. Make up problems, such as:

   a. Figure the cost of making a costume if 4 yards of material at $3.98 a yard are needed. It takes the seamstress 8 hours to make the costume. She receives $2.95 an hour. How much will the costume cost? (This, of course, does not include the designer.)

B. Understanding rational numbers

1. Use fractions to teach note value--whole, half, quarter, eighth, sixteenth.

2. Measure cloth for a costume: 3 1/3 yards, 2 3/4 yards, 5 1/2 yards

C. Linear Measurement

1. Measure the stage, curtain.

2. Measure drawing and painting papers. Learn to recognize on sight 8" x 10", 9" x 12", 12" x 18", 18" x 24", 24" x 36".

D. Improving concepts of time

1. Discuss: Which of the workers in this unit might punch a time clock? Which might not? Why?

2. Make up problems about time: If a worker punched in at 8:55 a.m. and punch out at 5:01 p.m., how many hours was he on the job? If he had 1/2 hour for lunch, how long did he work?

3. The actor hears the call, "You're on in 5 minutes." He looks at the clock. It says 8:27. What time must he be on stage?

4. The performance begins at 8 p.m. It lasts 2 hours and 15 minutes with a 15-minute intermission. What time will it be over?

E. Investigate a topic by checking different sources.

1. Possible topics for investigation:

a. How has the music of America changed in the years since the first colonies?

b. Compare the music of the west and the southern mountain regions.

c. Have any Kentuckians become very well known as composers, authors, artists, actors, and singers?

d. How have the wars in which the United States has been engaged, influenced the music? What songs were popular during each war?

2. Interested children may work in small groups to locate, gather, evaluate, and present this information to the class.

VI. Curriculum Integration - Health

A. A unit on the senses would fit in very well with the study of this group of workers.

1. Scott Foresman, Health and Growth 5, Chapter 2.

2. Lippincott, Basic Health Science, Unit Two.

3. Laidlaw, Health 5, Chapter 5 (Eyes)

VII. Curriculum Integration - Science

A. A unit on sound would correlate with the activities of this unit.

1. Silver Burdett, Understanding Your Environment, Unit 6.

VIII. Curriculum Integration - Art

A. Using many different art materials in creative activities

1. Paint impressions of classical music. Paint a large abstract mural to music.

2. Make a mobile. Hang from it musical instruments, ballet figures, etc.

3. Each child may choose a book he would like to see produced as a play. Using a shoebox he may design a set for the play.

4. Design costumes. Paper dolls may be used.

5. Make potato or linoleum block prints. Use the prints for program covers for the play if one is used as a culminating activity.

6. Paint scenery for the play.

7. Design book jackets for favorite books or for original stories.

8. Make a mural showing the workers involved in the production of a play, opera, ballet, etc.

9. Make clay models of dancers.

10. Make pottery.

11. Make puppets for a puppet show. Design a stage and scenery.

12. Make paper sculpture figures to represent the preacher, priest, rabbi, and teacher.

13. Illustrate a song.

14. Do a still-life drawing or painting.

15. Use a child as a line model as "artists" sketch.

16. Make masks if needed for a class production of a play.

B. Art appreciation

1. Study a few well-known works of art including some modern paintings.

2. Discuss the Kentucky artists whose paintings are now very popular. Look at some of their work. Write to them asking about their work.

3. View some of these motion pictures:

a. "Make a mobile"

b. "Making a Linoleum Block"

c. "Making Pottery"

d. "Nature of Clay"

e. "Paper Sculpture"

f. "Puppetry"

g. "Rhythm in Paint"

h. "Texture"

i. "What Is Art?"

j. "Art and Perception"

k. "Art from Found Materials"

l. "Artist and Nature"

m. "Care of Art Materials"

n. "Crayon"

o. "Crayon Resist"

p. "Design with Paper"

q. "Creative Design in Painting"

r. "Ideas for Art"

s. "Discovering Texture"

t. "Finger Painting"

C. Recognizing musical instruments

1. Have the instrumental music teacher who visits the school show and demonstrate the various instruments.

2. Listen to recordings made to teach the music made by each instrument in the orchestra. The school library probably has at least one album made for this purpose.

3. Cut out pictures of instruments from newspapers and magazines. Label.

4. Draw the common instruments of the band and orchestra.

5. Look for miniature instruments in variety stores to use on posters, displays, etc.

6. Have children pretend they are members of an orchestra. Have each child choose the instrument he will play. Pantomime the actions involved. Then "play" while listening to a recording.

D. Learning to be creative with music

1. If the class is producing a play as a culminating activity, try composing an original piece of music for it. If no piano is available, use melody bells, an autoharp, or a guitar.

2. Talk about how composers work: Do they ususally have set hours to work like most employees? Are they usually self-employed? Is writing a new piece of music harder than learning to play it?

3. Make rhythm instruments.

E. Music Appreciation

1. Listen to recordings of many types of music.

2. Choose a few well-known composers and musicians for research projects.

3. View the motion pictures:

a. "The American Negro Sings"

b. "Dawn of Music in Kentucky"

c. "Introducing the Woodwinds"

d. "Introduction to Music Reading"

e. "Liadov-The Enchanted Lake"

f. "Music in the Sky"

g. "Music Reading"

h. "Music, the Expressive Language"

i. "Musical Instruments - The Strings"

j. "Peter and the Wolf"

k. "Playing Good Music - The String Quartet"

IX. Curriculum Integration - Physical Education

A. Improving coordination

1. Learn a folk dance.

2. Have a ballet teacher or dancer demonstrate a few basic positions. All children may try them.

3. Try interpreting some classical music with body movements.

4. View the motion picture:

a. "Modern Dance"

5. Children may try to make up their own modern dance.

6. Using records made for the purpose (the school library should have some albums), have children skip, run, hop, and jump to music.

X. Culminating Activities

A. Produce a short play or operetta.

1. If at all possible the play should be written by the children. A committee to write the play should be chosen and given time to work several weeks before it is planned to produce the play. The children may choose a well-known children's story as the basis for their script, or they can work out an original plot. Keep the play short so the children can handle it with little supervision.

2. After the play is written, the children may apply for the many jobs that will be involved:

Casting	Singers (if needed)
Director	Properties
Costume Designer	Lighting Director

Set Designer	Ticket Printers
Actors and Actresses	Publicity Chairman
Understudies	Ushers
Stage Manager	Prompter
Stage Hands	Program Makers
Choreographer (if needed)	Assistants for many of the above jobs
Dancers (if needed)	

3. Invite the parents in to see the performance.

4. If the class has not made a field trip to a Museum during the unit, this trip could be a culminating activity.

5. If the class has not attended a concert or a live theater production during the unit, this could well be used to close the unit.

XI. Suggested Field Trips

A. Actors Theater - Louisville

B. Children's Theater

C. Music Concert

D. Speed Museum, Louisville or Cincinnati Museum

E. A synagogue, a Catholic Church, and a Protestant Church

F. Junior Art Gallery, Louisville

G. Shackelton Piano Company, Louisville and/or Lexington

XII. Suggested Interviews

A. A member of an orchestra, high school music teacher

B. A member of a ballet

C. A costume designer from a theater group

D. A set designer

E. An author

F. A music teacher

G. A representative of Speed Museum

H. A rabbi, priest, and minister

XIII. Resources

A. Films:

1. "Art and Perception - Learning to See"

2. "Art from Found Materials"

3. "Crayon Resist"

4. "Designing with Everyday Materials: Corrugated Paper"

5. "Discovering Series: Art"

6. "Discovery series: Music"

7. "Make a Mobile"

Available from: BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

8. "Crayon"

9. "Paper Construction"

Available from: ACI Films, Inc.
35 West 45th Street
New York, New York 10036

B. Books:

1. Buckheimer, Naomi, et al., I Know a Teacher. G.P. Putnam's Sons, 1966.

2. Greene, Carla. I Want to Be a Ballet Dancer. Childrens press, 1962.

3. Greene, Carla. I Want to Be a Musician. Childrens Press, 1962.

4. Greene, Carla. I Want to Be a Teacher. Childrens Press, 1962.

5. Meshover, Leonard. You Visit a Museum Library. Benefic Press, 1965.

XIV. Evaluation (to be set by the teacher)

GRADE 6

UNIT I - INDUSTRY

Natural Resources
Construction
Manufacturing

I. Objectives

A. Unit Goals

1. Work

a. to help the student increase his knowledge of the world of work

b. to broaden the student's knowledge of the roles, responsibilities, and working conditons of occupations relating to the school

c. to increase the student's awareness of the dignity and value of all types of work

d. to increase the student's understanding of his role in the school, and a future role in the world of work

e. to increase the student's understanding and appreciation of his parents' work effort

f. to help the student increase his knowledge of leisure-time activities

2. Self-Awareness

Instruction and classroom climate will be such that it will create opportunities for the student

a. to feel he is a person of worth and value.

b. to feel his feelings and ideas are important.

c. to be aware he is responsible for his actions.

d. to be aware that there are some things he likes and does not like to do.

e. to be aware that there are some things he does well and some things he does not do well.

f. to be aware that his family, friends, and school are important to him.

3. Academic

   a. to demonstrate an awareness of the relevancy of the school curriculum to his future

   b. to increase his ability to use the following skills:

listening	critical thinking
observing	problem-solving
inquiring	communicative
contrasting	computational
differentiating	technical
researching	

4. Social Skills

   a. to increase respect for different opinions of others even if not in agreement

   b. to increase understanding of the need for people to work together to build a successful society

B. Behavioral Objectives: Upon completion of the unit the student will be able to

   1. describe the roles, responsibilities, and working conditions of at least seven occupations relating to industry.

   2. name (12) twelve occupations related to industry.

   3. define the term "industry."

   4. relate and tell why

      .. Three things he would like to do in the industrial field

      .. Three things he would not like to do in the industrial field

      .. Three things he could do well in the industrial field

      .. Three things he could not do well in the industrial field

   5. demonstrate an awareness of the growth in the following skills as demonstrated by a class meeting:

      a. an improved self-concept
      b. respect for different opinions
      c. the need for people to work together
      d. dignity and value of work

e. appreciation for all types of work
f. appreciation of parents' work efforts
g. scientific, economic, and social aspects of work

II. Job Listings (Refer to D.O.T. for more detailed information)

Natural Resources	Construction	Manufacturing
(Agriculture	electricians	craftsmen
Forestry	laborers	foremen
Horticulture)	hod carriers	clerical
fish, wildlife	machine operators	professional
forester	craneman	technical
agricultural engineer	bulldozer	managers
agricultural economist	derrick	officials
veterinarian	heavy equipment	proprietors
livestock marketing	mechanic	salesworkers
farm machinery sales	bricklayer	service
and service	carpenter	laborers
food sales	painter	
meat packer	plumber	
general farmer	pipefitter	
livestock (rancher)	cement mason	
tree surgeon	structural metal	
hatcheryman	worker	
truck fruit farmer	roofer, slater	
4H agent	plasterer	
landscaper	marble setter	
soil conservationist	tile setter	
vocational agriculture	asbestos worker	
teacher	glazier	
	paper hanger	

III. Initial Activities

A. Conduct a class meeting on procedures for class meetings, process for interviewing, what is work, what is a city, what is a state, what is the world, what is industry.

B. Introduce the idea of having a world travel agency; also construction of a large map of the world where symbols for natural resources and job symbols can be added throughout the year. This will be a year-long project which will be divided into parts to make research easier. The first category, Industry, includes occupations related to natural resources, construction, and manufacturing.

C. Discuss with the class the world and what industries there are (research). Make a list of jobs under these categories. The teacher may have to supplement the list. New jobs may be added once research has started.

D. Keep a chart of the various occupations visible. New occupations can be added.

E. Using a class meeting let each child choose an area he would like to research. Discuss briefly how we need these industries.

F. After each child has chosen an area: (1) Natural Resources; (2) Construction; (3) Manufacturing, each child should assume a role to investigate. Each group will construct a model or diorama to show the workers, buildings, equipment needed. They could choose several countries as a comparison.

G. Display books, magazines, newspapers, pictures about occupations relating to industry.

H. Construct and maintain an occupational dictionary.

I. Conduct interviews of people who work in identified occupations to add to the research being gathered from books, records, films, filmstrips, and tapes.

J. Role play the workers on their jobs, e.g., the group investigating construction could build a model house from each of the countries.

K. Invite parents and guests in to view their work.

L. Start a notebook on each country to add information to throughout the year. Include in this unit - boundaries, natural resources, products.

IV. Discussions - Class Meetings

A. Plan together all construction projects, field trips, and questions for interviews.

B. Discuss work

1. What is work?

2. Why do people work?

3. Is it necessary to work?

4. We work in our room. What do we do? Why do we do it?

5. Will it have any benefit for me?

6. What can we do with our wages?

7. What are taxes?

8. What does our tax money do?

9. What types of taxes do other countries pay?

10. What are customs duties? Imports, exports?

11. Where can I locate information about these occupations?

12. What do I look for in a job?

C. Discuss the world.

1. What is the world (land, water, oceans and continents)?

2. How do the resources of a country influence the type of jobs it has?

3. How does a country obtain resources it does not have?

4. What are the basic needs of people in any country?

5. Does every person meet these needs in the same way?

6. What are some occupations basic to industry throughout the world?

7. How are the countries interdependent on one another?

D. Discuss the industrial area in relation to the world.

1. Divide the industrial areas into three parts:

   a. natural resources

   b. construction

   c. manufacturing

2. What are the hours, qualifications, education, training, fringe benefits, salary, advancement, of these jobs?

3. What do these people do with their leisure time?

4. How do they dress?

5. Where do they live?

6. What equipment or tools do they use?

7. What are three things I would like to do in industry?

8. What are three things I would not like to do in industry?

9. What are three things I could do well in industry?

10. What are three things I could not do well in industry?

11. Is there a need for more people in these jobs?

12. Could we do without these jobs?

V. Research

A. Research can be any way in which the student obtains information.

B. The students should conduct interviews and keep a notebook on comments of the interviews.

C. Class or individuals can listen to tapes, records, poems, or stories about industrial occupations.

D. Films or filmstrips can be viewed and information recorded.

E. Students can use the Occupational Outlook Handbook, telephone book, newspapers, magazines, Chamber of Commerce, State Department of Labor, etc.

F. Pictures can be collected and classified according to specific occupations.

G. Field trips can be taken so the students can experience first-hand observation of the roles, responsibilities, and working conditions of these occupations.

VI. Interviews

A. Conduct interviews of people in industrial occupations according to interview procedure. (Refer to interview sheet.)

B. Conduct at least two class interviews a week. Students may conduct individual interviews also. Be sure to add comments and pictures to notebook.

C. Always have a child write a thank-you note. Try to include some of the class observations about the interview.

VII. Curriculum Integration

In each day's plans keep in mind the skills to be taught, the subject matter, the basic techniques to be used, the career concept, how can these be integrated together, what resources do I need and evaluation.

A. Language Arts

1. Discuss with the class how language, writing, and communication skills are used by these workers both on the job and in their leisure time.

2. Conduct interviews with people in occupations related to industry. Be sure to record comments and information in notebooks.

3. Write letters for information about these occupations.

4. Use exercises in the following skills in finding information with industrial occupations as a theme:

   a. classification of ideas

   b. arrange ideas in sequence

   c. outlining

   d. taking notes

   e. summarizing

   f. making references

   g. finding similarities and differences

5. The skills of locating information can be taught in researching these occupations:

   a. using parts of a book

   b. using specialized references

   c. associations of ideas

   d. picking out main ideas

6. The use of a dictionary can be reinforced by the construction and maintenance of the class occupations dictionary.

7. Have an essay contest on what work is, what industry is.

8. Have the student write a job description of the job he is researching.

9. Have the students write an ad for their occupation.

10. Compose poems, poetry, limericks, stories, folk tales, and autobiographies of the occupations.

11. Films and filmstrips can be viewed and the information recorded.

12. Vocabulary words can be used with the information received from letters, stories, and articles.

13. Word perception skills can be used with the information received from letters, stories, and articles:

    a. context clues

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b. root words and derivatives

c. multiple meanings

d. synonyms, antonyms, homonyms, heteronyms

e. descriptive language

14. The game job charades can be played.

15. The class or individualcan record on tape information about their occupations.

16. Discuss how language art skills can be used as leisure time activities.

17. A state newspaper can be produced about industry in the states.

18. Charts can be made where occupations relating to industry are compared among the fifty states.

19. A program could be produced to interest new industry in locating in their country.

20. Invitations can be written to parents and guests to view the results of the research, and students can role play their occupations.

21. Build a crossword puzzle of industrial occupations.

B. Mathematics

1. Discuss with the class what computation and reasoning skills are used by these workers.

2. Exercises in computation skills can be centered around these occupations as an interest theme:

a. figuring a budget for the job they assume

b. figuring the cost of producing or constructing a certain item

c. figuring the export or import tax on a product

d. figuring profit and loss

e. the cost of producing a newspaper and how much to charge for it

f. figuring out interest on a loan and how long to pay it off

g. use of measuring skills in construction of the model

h. figuring the rate of exchange for American money as they travel through the other countries

i. setting work schedules, totaling hours, figuring overtime, computing the net and gross pay; allow for taxes

C. Social Studies

1. Use map skills in drawing a map of the world. Locate countries. Use physical geography skills in putting in landforms, waterways, and natural resources. Place occupational symbols on the countries.

2. Discuss the services and goods these occupations provide for these countries, the necessity of people working together to provide these services and goods, identification of what the basic needs of people are and how they are met in the different countries.

3. Discuss our economic system and make a chart of how it works.

4. Make a comparison between the industrial occupations in present world history and in the past. A time line of technological advancement.

5. Compare the various countries of the world in their production and natural resources. Have people's needs changed? Has the demand for natural resources changed?

D. Science

1. Investigate how electricity is used to generate power for these industries. Is this the same in all countries of the world?

2. Investigate how living things relate to the natural resources.

3. Include a unit on conservation and wise use, pollution and waste.

4. Include a unit on machines as used in these types of occupations. Show how they operate and the principle behind it.

5. Sponser a contest with conservation as a theme.

E. Art

1. Discuss ways in which art activities can be used as enjoyment during leisure time.

2. Have an exhibit of crafts and hobbies

3. Use the various art media to produce pictures, murals, collages, models, and sculpture relating to industrial occupations.

4. Any material can be used to construct and manufacture a product.

5. Posters can be drawn for the conservation contest or work is contest.

6. Cartoons relating to these occupations can be drawn for the newspaper.

7. A film can be drawn, a projector constructed using industrial occupations as a theme. A roll of shelf paper can be used as the film.

8. Stitchery can be done to represent these workers. Material collages can be made.

9. Hold a contest for the best models of homes in the various countries. Set standards with the class beforehand.

10. Sketch the map of the world and put in the countries and the landforms.

11. Construct models of the tools and machines in these occupations.

F. Music

1. Discuss with the class ways in which musical activities can be used in leisure time.

2. Songs and folk songs can be composed about the countries or various jobs.

3. Discuss how music is used sometimes to motivate people to work.

4. The national anthems can be learned from each country.

IX. Simulation

A. The students can role play traveling from country to country. Bring back souvenirs of the country. They can role play industrial workers in the various countries.

B. The class can produce a radio or television show about the various countries of the world.

X. Hands On

A. The actual setting up and exchanging of a bank of currency

B. The setting up and role playing of customs office

C. The actual production of a class chosen project

D. The children performing the duties of the jobs in different countries as they interpret them from their research

XI. Culmination

A. Have a program or day for parents and guests to come and see the class role play. Serve refreshments.

B. Invite another class to share in their information.

C. Save the materials for the Career Fair in May.

D. Conduct class discussions of the evaluation of the unit.

1. Review what was learned

2. What could we have done better

3. Future planning

XII. Evaluation

A. Written

1. Have each student describe the roles, responsibilities, and working conditons of at least five occupations relating to industrial careers.

2. Have each student name 15 occupations relating to industrial occupations.

3. Have each student define the term "industry."

4. Have each child name and tell why

.. Three things he would like to do in industry

.. Three things he would not like to do in industry

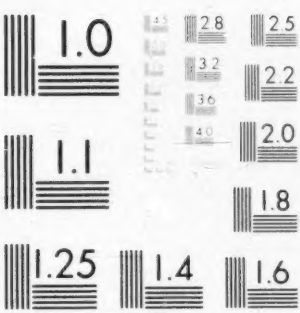
.. Three things he could do well in industry

.. Three things he could not do well in industry

B. Class

Demonstration of an awareness and growth in the following skills as evidenced by a class meeting

1. An improved self-concept
2. Respect for different opinions
3. The need for people to work together
4. Dignity and value of work
5. Appreciation for all types of work
6. Appreciation of parents work efforts
7. Scientific, economic, and social aspects of work



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